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AN INDUSTRIOUS WAR WORKER

Aveline Kupfenberg, born at Hakalau, Hawaii, September 27, 1908. Aveline is ten years old and is in the fifth grade, Hakalau School. Her father is a Tyrolian and her mother is an American of Portuguese descent.

September, 1917, to December, 1918, this little girl knitted nineteen soldiers' sweaters, one childs' sweater, three helmets, two mufflers, and a number of wash cloths.

Seventeen of these sweaters were knitted for the school auxiliary of the Junior Red Cross, but the last two were knitted for Mrs. John Ross of Hakalau. One of these was completed in two days and the other in three days.

The story of this industrious little worker is but one of the many fine records made by the school children of the Territory in helping the Nation in war time.

PETITION FROM HAMAKUA TEACHERS

The following petition was presented to the Department by the teachers of Hamakua District, Hawaii, after a full discussion of the salary question at their annual meeting:

Honokaa, Hawaii, Nov. 29, 1918.

Mr. Henry W. Kinney, Supt. of Public Instruction,
Honolulu, Oahu.

Sir: We, the teachers of the Hamakua district of the island of Hawaii, assembled here at our annual convention, and whose names are hereto subscribed, respectfully petition you for an increase of salary for the following reasons:

With the high cost of all necessary food commodities at the present time we find it impossible to purchase with the salaries now given us the necessary means of sustenance to uphold that physical standard of fitness required to enable us to carry out our duties to the Department and to the children who are entrusted to us for their education, in the way we know those duties ought to be carried out, and in the way we know the

would have us perform those duties. like any other workers, cannot give their best ley are physically fit, and that fitness depends entirely upon the nourishment given the body. All other commodities have gone up enormously in price in recent times, and we find that with our slender salaries we are unable to get many of the bare necessities of life, which is detrimental to our standing as public school teachers. Moreover, we are unable to occupy with credit the station in life we are expected as teachers to fill.

We also wish to put before you the problem of furnishings for teachers' cottages, the cost of which has to be borne by those of us who have not the comfort and shelter of parents' homes. This is a very heavy drain upon the remuneration received by us, and if we are assigned to another school we have either to bear the cost of transportation of those dearly paid for furnishings, or sustain a heavy loss if we sell them; a loss which cannot very well be prevented in the hurry and bustle of departure for a distant school, and from the fact that used articles of house furnishings realize but little of their original cost.

The cost of the personal transportation of those of us who are from the mainland also enters into this question, and we ask that this be taken into consideration in the fixing of salaries, for it must be remembered that this expense has to be paid from the earnings which are so small and which have to do so much.

The wages or salaries of all workers in Hawaii, with the single exception of public school teachers, have advanced greatly since the great European war began, and while our salaries have remained almost as they were our cost of living has gone up tremendously. Now we find ourselves under the level of the poorest laborer in the field as far as remuneration is concerned, while we have to keep up the appearance of our well-paid, prosperous and contented fellows.

During this year laborers' wages have advanced materially, and in addition they are to receive a bonus of 57 per cent; giving them much higher remuneration for their labor than many teachers receive. Next year there will be given them a bonus of over 80 per cent, according to present reports, thus placing them still further ahead of teachers as wage earners.

From all accounts and from present indications the high cost of living is likely to be maintained for years to come, and we do not believe that there will be any lowering of wages with the ending of the war, and not even with the return to normal times and conditions. Labor the world over has tasted the sweets of exceptionally high wages during the past four years and has consequently been in a position to indulge in luxuries but dreamed of before. Knowing now the joys of prosperity the workers will not tamely return to the old hand to mouth method of living, but will assuredly demand that they be kept on the plane to which they have ascended, and will not accept a lowering to the standard of pre war days. For a decade or more the cost of living will remain about the present lev wages will not decrease, so we, therefore, feel can not continue our work with any degre under present salary conditions. It is o unless the Department of Public Instruc creases teachers' salaries it will soon loss of the best teachers, who will naturally loo more profitable occupations.

It is our desire to continue in the profession we love and have looked upon as our life's work, and we, therefore, respectfully commend this petition to your earnest consideration, and we trust that favorable action be taken before our best and most valuable colleagues seek pastures new.

Respectfully submitted,

Louise D. Van Wagenen	Thos. K. Nahiwa
Hattie Saffery	John S. Teixeira
H. Kaleinani Saffery	S. M. Kaaekuahiwi
Sarah A. Cliffe	J. S. Vieira
Pearl Hansbrough	Frank S. Teixeira
Helen L. Soares	Agnes Naone
Marion E. Soares	James C. Kamakaiwi
Edith M. Lord	Ernest N. Akana
Mabel Minthorn	Jean E. Pritchard
Mary Kamakaiwi	Margaret McGinley
Katie Wong Kong	Gladys A. Dias
Anna Keomalu	Mary Kenway
Louis R. Carduso	Margaret Brown
Joseph R. Fontes	Anne Soares
J. S. Smith	Agnes K. Payne.

OAHU TEACHERS' MEETING.

The annual meeting of the Oahu Teachers' Association was held Friday, November 29, in the assembly hall of the Territorial Normal School. There were about 600 persons in attendance.

It was the consensus of opinion of the teachers that this was the most interesting, enthusiastic, and inspiriting meeting ever held by the association.

The meeting was opened by the singing of "America" by the audience, led by Miss Margaret Cooke, who had charge of the musical part of the program. This was followed by the Italian National Anthem, sung by the Normal Junior chorus.

Mrs. Loofbourow then gave a short talk on behalf of the Library Association, showing the necessity for guidance in children's reading and the influence for good on the children's conduct by the right kind of reading, and called attention to the display of books on the first floor.

Mr. Wallace R. Farrington, Director of the Boys' Working Reserve, gave an account of the inauguration of this work, the difficulties met with in the initial stage of the work, owing to the absence of precedents and experience, and of the success attending the efforts of those interested in getting the boys out on the plantations. He related many amusing incidents that came up in the work, and showed that on the whole

a decided success, and proved beyond a doubt of every race and color here can and will ral labor under the right conditions, and rk of the boys was not only a pleasure o themselves, but of very great value to ns.

ext number on the program was a talk by ator Robert W. Shingle on National Thrift and War Savings campaign, and in his usual genial manner he paid a tribute to the teachers and pupils of the Territory for their work in connection with the campaign.

The Normal Senior Boys' Glee Club then rendered a Thanksgiving selection, which was enthusiastically encored.

Lieut. Edgar Anderson gave a most interesting talk on the Rehabilitation of the Soldier. It was evident that he had made an extensive study of this subject and gave a clear exposition of the vocational needs of wounded and disabled soldiers and of the various plans and efforts being made to rehabilitate them in civil life after their return.

He was followed by Dr. Will Grant Chambers, Dean of the School of Education, University of Pittsburg.

Dr. Chambers's subject was Education After the War. This address was a rare treat to the teachers who have not many opportunities of coming into contact with educators of such great ability and broad vision as Dr. Chambers.

As the subject was so wide in scope and the time short, the doctor said he would have to limit his remarks to what he considered the six most important fundamental educational aims of the nation. These are:

1. Physical fitness.
2. Vocational efficiency.
3. Genuine sociability.
4. Patriotic citizenship.
5. Intellectual clearness.
6. Aesthetic or emotional sensitiveness.

In the elucidation of these aims the address was full of wit, eloquence, and inspiration, and gave to all those present a higher and broader outlook on the work of the school.

Rev. A. W. Palmer gave the closing address of the morning session. His subject was "The War As a Teacher of Ethics." This was a most heart-thrilling and uplifting address. The speaker pictured with eloquent phrase and apt anecdote how the overcoming of cowardice, selfishness, and bragging, would be brought about by courage, cooperation, and modesty.

The report of the nominating committee was then read and the following officers were elected for the ensuing year: President, T. H. Gibson; Vice-President, Mrs. Alice Brown; Secretary, Miss Katharine Woodford.

The meeting then adjourned to enjoy the usual delicious luncheon served by the Normal School.

The afternoon session was opened by remarks from the newly elected president, who, in thanking the teachers for the honor conferred upon him he appreciated that honor far more than he have done a year before, because in the past year teachers had been tested as teachers in our generation had never been tested before and they had not been found wanting. There had been no slackers in the teaching force.

A discussion on the increase of teachers' salaries was the next number on the program. This was opened by T. H. Gibson, and participated in by Miss Bernice Cook, Mr. John Kaaha and others, and the following resolution adopted:

Whereas, our schools are the foundation of our democratic ideals and institutions, and

Whereas, from the primary school to the university, the teaching profession in America must be lifted to a level that will command for it the full respect of the community, and attract into its ranks men and women of the first order; and

Whereas, the cost of living in this Territory has increased at least 33 1-3 per cent.

Therefore, be it resolved, that: We, the members of the Teachers' Association of the City and County of Honolulu, in annual meeting assembled, do petition the Territorial Legislature to make provision at its next session for an increase in the salaries of the teachers of the public schools of at least 33 1-3 per cent.

And Be it Further Resolved that copies of this resolution be sent to the Teachers' Associations in all the other counties of the Territory.

A resolution was adopted authorizing the president to appoint a legislative committee of ten, the president to be chairman of such committee.

After the adoption of the resolution, Mr. William E. Hopkins spoke on Community Service with regard to the army. It was a very interesting talk and showed how the efficiency and morale of the army may be strengthened by the proper attitude toward the soldier by the members of the community.

The last speaker of the day was Prof. H. R. Harper of Boston University. His subject was "War Experiences with the American Expeditionary Force."

Much to the regret of the audience, the time for closing had arrived and his remarks were necessarily brief. He had time to tell but of few of his experiences. He confined his talk to some interesting experiences in connection with the air raids on Paris.

After singing The Star-Spangled Banner, the meeting adjourned.

THE WAR AS A TEACHER OF ETHICS.

By Albert W. Palmer,
Minister of Central Union Church, Honolulu.

An address delivered at the Oahu Teachers' Convention, November 29, 1918.

When the war broke out many people feared that it would involve a breaking down of personal ideals and standards of conduct. It seemed a perilous thing

...llions of young men into army camps and ...nation into the fury and passions of war.

...e war has turned out, however, to be a great ...acher of ethics.

The very drill and discipline of the army camp, thanks to the repression of unnecessary vicious surroundings by the Fosdick Commission and the providing of an adequate constructive program of athletics and recreation, has proved to be an ethical and moral tonic. One of the many stories of colored soldiers deals with the surprise which army life brought to a negro recruit. Meeting his captain one day, George saluted and opened fire as follows: "Captain, I wants to ax ye a question".

"Very well, my man, what is it?"

"Captain, does I get dis yere uniform and hat and dese shoes an' leggin's all for nuthin'?"

"Why, yes, George; they are part of the equipment provided for every soldier."

"But, Captain, how about dese yere blankets and dis cot I'se sleepin' on, doan dey cost me nuthin' at all?"

"Why no, George; you are working for Uncle Sam now. He provides them."

"But, Captain," persisted the negro, "What about dose three squar meals I'se havin' every day—"

"No, they don't cost you anything," interrupted the captain, "The government takes care of all that. Why do you ask all these questions, any way?"

"Oh, Boss," replied the darkey, "I s'pect I'se just a poor ignorant cullod pusson, but, golly, Boss, it 'peers to me somebuddy ought to have started dis war a long time ago!"

That colored man had many more things to learn about army life. He will not only receive the suit of clothes but he will have to keep it clean, and the shoes will need to be kept shined. If he has three square meals a day he will find that means also his share of "kitchen police," and the cot and blankets must be left in a prescribed order, and the shoes under the cot with toes pointed out. If our returning soldiers give their wives and children anything like the devoted care, which the men in a certain officers' training camp, where I served as Y.M.C.A. secretary, gave to the cleaning of their guns, those wives and children will be cared for as as never before!

All this constitutes a practical ethical discipline, a training in personal responsibility, of the highest practical value.

Nor has the ethical discipline of war left the civilian community untouched. You may remember the ridiculous cartoon depicting two men dressing at the golf club—buttons off, socks minus heels and toes, clothing fastened with pins and shingle nails. One victim says: "Your wife sewing for soldiers?" to which unnecessary question the other replies with cheerfully heroic brevity "Yep!" No, the discipline of war has not been entirely in the army camps!

But the ethical impulse in the civilian community has not been merely in the good humored putting up with minor inconveniences. The spectacle of a people voluntarily rationing itself to save fo... to people of another race and tongue acro... is one of the finest examples of mutual a... has ever witnessed. Who can doubt th... ethical value of the discipline we have rec... trolling our appetites, saving our money, and ... of other nations far away?

Into the business world has come through the war a new and finer sense of service. The business man is no longer to be conceived of as merely a selfish profiteer eternally asking "What is there in it for me?" and reminding us that "business is business". The war has revealed him to himself as a servant of the community just as truly as the doctor, judge, parson or army officer—and therefore bound by their code of ethics which puts service ahead of gain.

The nation-wide organization called the Rotary Club has as its motto, "He profits most who serves best". Consciously or unconsciously that has become the war-time motto of ninety per cent of our business community. We had always thought of the banker as rather cold and calculating, not given to enthusiasms, but who can measure the splendid service which the banks patriotically and unselfishly have rendered in the Liberty Loan campaign? Never again can business be entirely selfish—it has found its ethical soul as it has responded to the demands of modern war.

But deeper and more vital than these considerations is the great foundation fact that the war has been fought to establish certain great ethical principles as regnant among civilized men. It has been a tremendous teacher of ethics because it was fought for ethical ends.

First of all it was fought to establish the sanctity of one's pledged word. Germany, when it was inconvenient to keep them, tore up her treaties as mere scraps of paper. It was a challenge to the ethical integrity of international relations. Belgium and England met that challenge without flinching. They maintained their solemn pledges with regard to the neutrality of Belgium even though the great grey German war machine rolled over them from Liege to the Marne. Thus they gave to the world an object lesson of international honor and integrity which cannot help but raise the moral level of humanity. The famous cartoon in Punch is a sermon in itself. King Albert stands with broken sword before the Kaiser who leers at him and says contemptuously, "So you have lost everything?" "Not my honor!" replies the King of Belgium with supreme dignity. No wonder Rupert Brooke cries out:

"Honor has come back, as a King, to earth."

Who can measure the effect which this must have in strengthening the sense of moral obligation to keep one's pledged word? Every business contract is a little stronger, the whole system of credit is on a firmer foundation, because the war has been fought to vindicate the keeping of a contract. The impulse of it

ought to make husbands and wives more scrupulous about that most holy of all contracts which we call marriage. Every boy and girl in all the allied countries has a new impetus to be upright and honorable in all his dealings. Who wants to be told that he broke his word and is no better than the Germans when they violated the neutrality of Belgium?

Closely allied to this is the fact that this war has been fought to vindicate the principles of law and order. The world has been roused against Germany by her cynical and contemptuous disregard of such international law as existed—fragmentary and incomplete as it was. Law exists as a protection for the peaceful and the weak. Germany by her methods of warfare on land and sea and in the air proclaimed herself superior to all laws except these of her own choosing and making. She became the most colossal anarchist in the world. If Germany prevailed it meant the end of all international law and the setting up in its place of the changing, whimsical and arbitrary will of the conqueror.

This was one of the things which aroused the Anglo-Saxon world with its respect for law and nerved the French people with their sense of justice and good order. Civilization depends on the dependable and uniform enforcement of just laws and the foundation of future international civilization was gone if Germany prevailed. The ethical revival which the realization of this peril brought about is bound to be most beneficial in every department of life. Every corporation that seeks to set itself above the law as well as every man who breaks it, becomes at once liable to very unpleasant comparison with the Germans who proposed to keep only such laws as were profitable to themselves and to smash all others without apology. Every court speaks with new dignity and every law has a greater sanctity because the war has been fought against the lawlessness of Germany.

A third great ethical product of the war is a greater realization of the hideousness of cruelty and the sanctity of human life. We have thought of war as a brutalizing agency—but not this one! The thing which more than anything else has united the world against Germany and nerved it to such sacrifices has been the terrible ruthless cruelty with which Germany has chosen to wage this war. Such cruelty could not be allowed to run riot in the world or it would cease to be a decent place to live in. The atrocities in Belgium frightened the world, but did not cow it. The outrageous cruelties of submarine warfare aroused America to a moral passion and unity which no merely political aggression could ever have awakened. Germany brutally and stupidly outraged the moral sensibilities of mankind and the result is a new emphasis upon the sanctity of human life.

Suppose Germany had won! What a ruthless world it would have been! How cheap human life, how disregarded human suffering! But now the great note is regard for humanity. What nobler ethical note has been sounded than that of Premier Clemenceau when he said, as soon as the armistice was signed, "One of our duties in the first hours of peace must be to aid Germany. We are not warring against humanity, but for humanity." Of course we need to beware of foolish sentimental appeals in behalf of "poor Germany", which are merely insincere German propaganda. The fact of the matter is that we have always treated prisoners of war humanely and now that the whole German nation has become, in a sense, a prisoner of war, we need have no fear but that the Allied War Council will pursue, not the method of the Huns, but the well established principles of mercy and humanity. Germany, of course, must and will be punished for breaking the peace of the world, but that punishment will be for the purpose of reformation, not of revenge.

One of the great revelations the Germans are going to have is the treatment they will receive from the allied troops who occupy the territory along the Rhine. What a contrast there will be between the overbearing brutal German officer, from whom even civilian Germany has had to put up with so much brutality and abuse, and the typical British, French and American soldiers with whom the German people will come in contact during the period of occupation!

The reaction of a war fought to save for the world the principles of mercy and the sanctity of human life is going to be felt in social and industrial life the world around. The landlord who condemns people to death in disease-breeding tenements, the milkman who delivers impure milk for babies, the employer of child labor, the employer who pays a starvation wage and is indifferent to the welfare of the human element in his industry, the community which tolerates these and other social conditions which degrade human life—what better are such people than the Germans who sank the Lusitania and the Sussex under stress of war? If war does not justify ruthlessness of human life, why should greed of gain justify such ruthlessness?

A fourth great lesson in ethics which the war has taught has been its revelation of the nobility of heroic sacrifice for a great ideal. Utilitarian and materialistic ethics have received a much needed rebuke by the spectacle of a great outpouring of life not for personal gain or the gratification of physical appetites, but in sheer loyalty to spiritual ideals.

"I saw the spires of Oxford
As I was riding by,
The grey spires of Oxford
Against the pearl grey sky:
My heart was with the Oxford men
Who went abroad to die.

The years go fast in Oxford
The golden years and gay,
The hoary colleges look down
On careless boys at play:

But when the bugle sounded war
They put their games away!

They left the quiet river,
The cricket fields, the quad,
The shaven lawns of Oxford—
To seek a bloody sod:
They gave their merry youth away
For country and for God!

God bless you happy gentlemen
Who laid your good times down
Who took the Khaki and the gun
Instead of Cap and gown:
God bring you to a fairer place
Than even Oxford town!"

But every town in all the allied countries has become an Oxford! Not, as someone once called Oxford, a "home of lost causes and impossible loyalties," but as a home of that marvelous and awe-inspiring revelation of the power of the moral law, the sacrifice of even life itself for great invisible ideals of honor, justice, and mercy.

Is it not going to be easier for men and women everywhere, in the memory of this great refreshing example of the power of high ideals, to live their personal lives on higher levels? The crass temptations of the flesh will seem more tawdry and the petty bickerings and selfishnesses more ignoble and unworthy as we view them in the light of the great loyalties for which men suffered and died in Flanders fields or on the Marne.

HOW I TEACH ARITHMETIC THROUGH THE GRADES

Mrs. Clara B. McGregor, Teachers' Convention, Kauai
Nov. 29, 1918

In the short time allowed, I will try to touch upon the arithmetic in each of the grades. First I will give a few of my ideas as to arithmetic in general.

We all know that our arithmetic does not seem to be what it ought to be, and I think this is because we do not realize that all arithmetic is mental. Writing materials are used so that the various steps in complex calculations can be borne in mind. Mental arithmetic and written arithmetic do not differ in essence. If a child can work a problem mentally he can express on paper the same operation or a harder problem on the same operation. Our pupils rely too much upon scratch paper. If the pupils did more mental work, we should have them work more quickly and accurately. I think a few minutes' mental arithmetic taken daily, throughout the school, does wonders in making the pupils alert and accurate. To begin this mental work about five minutes before recess, and, when the bell rings those who have answered be allowed to go, the remainder leaving the room as they answer works very well. This "mental" may be given as sums which present no difficulty as to method if in problem form, or as plain numbers to be used in the four rules.

To gain accuracy pupils should be made to revise and check the working. In the upper grades, pupils should try to make an approximate answer before working the problem; e. g., Grade VIII.

Find the volume of a cone with a base radius 3 in. and an altitude of 8 inches.

Formula=1/3 (area of base x altitude)=volume of cone.

1/3 (3.1416 x3x3x8)=volume of cone.

Approximately 1/3 (27x8)=1/3 of 216=72 cu. in.

If this be worked mentally the pupil will know his answer must be somewhere around 72 cu. in., and will see how absurd it is to give in his paper with an answer such as 500 cu. inches.

If an exercise is likely to be attacked successfully, children are the worse rather than the better for all preliminary explanations. I think the better way is to let each child endeavor to surmount the difficulties of the example, and the teacher's guidance reserved for those children whose work indicates weakness.

I wish we had more time to spare, so that more supplementary arithmetic could be given, more problems which should be associated with matter familar to the children, and which should not involve so much complicated figuring which will be of no use to the pupils in later life. I, myself, try to allow one lesson a week for supplementary arithmetic.

I will now pass on to the grades. Grade I. I think it is a mistake to devote special games to the teaching of number; as a rule it turns out to be neither a game nor a number lesson. I shall not take any time upon that part of our Course of Study which deals with counting. I do not believe in all this counting through numbers with which the child has not to deal. What I do think is that the combinations of numbers to twenty should be thoroughly taught. If this is done the child has a good grounding and his arithmetic will be much easier for him. In the first grade, as throughout the school, every rule should be presented in a concrete form.

I think pupils should be taught their numbers by recognizing groups, and not by counting units. Let the pupil have a whole lot of beans or shells or any other objects easy to handle. Let us suppose we are to develop the number 7, the pupils, of course, knowing as far as six. They may never have seen 7, or, as I shall call it, picture 7, so must be shown the picture as a whole. The teacher may draw upon the board 7, and tell the pupils that is seven. Children must now use both hands and take from their lot of beans, making the picture as on the black-board. Let them gather the beans up again and make the picture several times until pupils can make picture 7 without looking at the blackboard and now we will help the child to learn or to find out for himself the combinations of 7 from what he has previously learned. Each child having picture

7 on his desk; with his hand let him cover up the 1, and tell what picture he can see; answer picture 6. What picture is under your hand? 1. What have we on the desk? Picture 6 and picture 1. Now let the pupil take away his hand and tell how many he sees. 7. What made the 7? Again covering up the 1, the child will be able to say 6 and 1 make 7, and the other way round, 1 and 6 make 7. Now I would take the subtraction form. Begin with the complete picture 7. Take away 1 and pupils will at once see picture 6 left, thus learning 7 take away 1 leaves 6. Now build up seven again, perhaps as follows: How many are there on the desk? 6. What must we all do to make it into seven? We must put 1 more. Let the pupils do this and it will be a review of the addition 6+1=7. Now take away 6, being careful not to let the pupils pick the beans up in one's counting, but using both hands. The pupils will now discover in a similar way—7 take away 6 leaves 1. The other combinations taking away a complete picture, as:

6+1=7
1+6=7
7—1=6
7—6=1
5+2=7
2+5=7
7—5=2
7—2=5
4+3=7
3+4=7
7—4=3
7—3=4
3+3+1=7

Picture 8 thus
Picture 9
Picture 10

This number is a success if the pupils get a good mental picture. In order for the children to gain this, after a number has been developed and little problems are given—the beans being called apples, birds, etc. I like each number lesson to be divided into a longer mental period than a written period. The mental period again divided into three parts.

1st. Let the children handle the objects and discover the answer.

2nd. Look at the objects making the number but do not touch.

3rd. Objects away and use the mental picture only.

A last word. Do not spend too much time on one number, as the children lose interest, as there are so many ways of reviewing the back numbers while taking a new one.

Grade II should continue in the same way, developing numbers to 20. Pictures made always with the picture 10 complete and the units at the side. If this method has been followed there is no difficulty in the pupils knowing it is one ten, for it has been taught as a picture.

In developing do not begin with 11+1=12 or 15+1=16 and so on, but 10+2=12, 10+6=16.

In developing the combination of any number above 10, I think it best always to complete the picture 10 first, e. g., we have learned 10+2=12. Now 9+3 is to be developed 9+1=10 then 10+2=12 as 9+3=12.

9+3=12	8+4=12	7+5=12
3+9=12	4+8=12	5+7=12

Then in subtraction children must know we have to spoil the picture 10, and make it separate if we wish to take 3 from 12. This lays the foundation for Grade III work.

The multiplication and division tables may be taught partly by these pictures; the children building up the two's, etc., and knowing immediately the picture on its being made, e. g., 1 times 2=2, 2 times 2=4, and so on.

Grade III.—From Grade II to III there seems to be a big jump. More written work must be done, the subtraction involving the changing of hundreds to tens, and tens to ones having to be introduced. However, if the method taken in Grade II is continued it will be much easier for the child. The child who has already been taught that 8+9=17 (the eight is made into ten and seven left, which is put by the side of the ten) will soon see that 18+9=27, 28+9=37, and so on. Also in subtraction, 17—9=8, first taking the seven away and 2 from ten, therefore 27—9=18, 37—9=28, and so on. If the addition and subtraction are taught in this way and plenty of mental work given, I think the third grade will not seem so hard.

The tables must be constructed and learned by heart, and pupils should be able to answer whatever way the question is put:

2 x 3=6	3 x 2=6
6÷3=2	6÷2=3

How many times can I get 2 apples out of 6 apples? How many two's in 6, etc. What is one-third of six?

In Grade III, I think we might cut out some of the language in our arithmetic. Every subject in our Course of Study includes language, hygiene, geography, history and story. If a child reads a problem, it is language, as he solves the problem he must think language, so why make him worry his brain writing a whole lot of English at the side of his figuring?

I think one or two words quite enough, e. g., find the cost of 6 overcoats at $8 each:

$8 cost of 1
x6
—
$48 cost of all or 6

Grade VII. First we deal with areas of different figures. The figures should be cut out in paper and drawn. After the way to find the area is understood, the pupils should learn the formula. Area and volume problems cannot be worked with success unless formula are known just as well as a 3rd or 4th grade pupil must know his table. The formula may be written in the shortest way possible, the answer at the right hand side, e. g.

½ (circum. X rad.)=area of circle.
3.1416 X r^2=area of circle.
3.1416 X dia.=circum.

In fact I tell the pupils that π means 3.1416 and allow

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them to use it in the formula. On reading the problem if it wants area of circle, the boy writes his formula and then I endeavor to make him keep his working underneath.

e. g. What is the area of a cross section of a water pipe that is 3 in. in diameter? The sum does not give circumference. Formula 2 must be used.

$\pi \times r^2$=area of circle. Diameter=3" . . Radius=1½

3.1416 X 3/2 X 3/2=7.0686 sq. inches area.

In teaching volume of a cylinder the object is easily made with a rectangle and 2 circles, making it easy for the pupil to understand the formula for lateral area. Circum. x alt. = lateral area of cylinder.

Nearly all percentage sums may be worked by unitary method, taking $100 as the base and placing what is wanted at the right hand side.

Proportion is really unitary method. So as to make the methods continuous I like to leave the space for the answer to the right.

Grade VIII. There is very little to say. The forms of the different notes and drafts must be learned, but if the work of the seventh grade has been well done there should be no difficulties.

In the measurement of solids I follow the same method as in grade VII. First making the objects and explaining; then having the pupils learn the different formula, and arranging the sums clearly.

I think clearness of arrangement shows clear thinkon the part of the teacher.

FOUR-MINUTE TALKS

Samuel Hipa, Grade VIII, Kaiulani School

Friends, countrymen and patriots lend me your ears. I come to to bring a few facts to you.

You have the heard the cry, "War is over! Victory is ours!"

Does this mean it is the end of helping Uncle Sam? If there is anyone in the audience who says, "Yes," he is badly mistaken. Him, will I call a slacker, "a slacker."

We Americans here, though we did not shoulder guns, have done our share in the war.

How many here own Thrift Stamps or War Savings Stamps? You have helped to swat the Kaiser's eyes. You have done your bit in hastening the defeat of Kaiserism, the defeat of those cruel, wicked, barbarous Huns.

Friends, rejoice to know that we have regained Liberty; we are free people—free people we are.

Our soldiers and sailors have bravely fought, sacrificing their lives. To them we owe all honor. Give all you can to comfort and cheer them—they're still on duty. We are the victors, but victory is not yet complete.

Bring out your coin and the thrift army, all join and march under the Stars and Stripes that wave over "the land of the free and the home of the brave."

Eva Schlemmer, Kalihi-waena School

Citizens of America, be patriotic! To buy Thrift Stamps is as patriotic a task as any war work that can be done. It is we who will see that our soldiers who have fought and died in this great war have not fought and died in vain.

I, as one of Uncle Sam's helpers, have come here to ask you to help in this work. This campaign will be a success if you will buy and sell as many Thrift Stamps as possible.

Remember that when you buy stamps you are only lending your money to Uncle Sam.

Buy stamps as often as you can and we surely go "over the top."

Come on, everybody, buy stamps now.

Roderick Matheson, Grade VIII, Liliuokalani School

The war is over but the victory is not entirely won until all our boys are safely home again; they must be helped while they are in foreign countries.

The young boys who want to have a share in this victory have joined the United War Workers under the banner of the Victory Boys.

Men have fought, many of them have joined the United War Workers, they are buying War Savings Stamps and Liberty Bonds.

The women sent their men to the front with a will; they knit and make hospital supplies; they worked in munition factories, and they, too, are buying Liberty Bonds and War Savings Stamps.

The boys, although too young to fight, can buy Liberty Bonds and Thrift Stamps, and have war gardens; but from all these things they get something back.

From the Liberty Bonds they can get their money back with interest; from their Thrift Stamps they can get their money back with interest, and from their war gardens they can get the vegetables to eat or the money for the vegetables sold.

The Victory Boys want to help our men "over there" without benefit to themselves, so they pledged themselves to earn a certain sum of money to give for our men "over there."

The comforts and entertainments are supplied through the huts, clubs, hotels, restaurants and hostess houses.

These comforts and entertainments are athletics, motion pictures, libraries and material on which they can write home.

The home comforts are provided through the Y. M. C. A., Y. W. C. A., National Catholic War Council (including the Knights of Columbus), The American Library Association, The Jewish Welfare Board and the War Camp Community Service.

When you give the soldiers arms you are giving them



Tuesday, Dec. 3, an 80-mile gale swept Honolulu. The picture shows a huge tree which was uprooted and which crushed in a building at Central Grammar School.

only the instruments for your own defense; but when you give to the United War Work activities you are extending to our boys "over there" the warm hand of gratitude as the last token of your appreciation for what they have been doing for you. You are doing this by showing your interest in their welfare. It keeps alive in the boys "over there" the life and spirit of "over here."

MY WORK

Let me but do my work from day to day,
In field or forest, at the desk or loom,
In the roaring market-place or tranquil room;
Let me but find it in my heart to say,
When vagrant wishes beckon me astray,
"This is my work; my blessing, not my doom;
Of all who live, I am the one by whom
This work can best be done in the right way."
Then shall I see it not too great nor small,
To suit my spirit and to prove my powers;
Then shall I cheerful greet the laboring hours,
And cheerful turn, when the long shadows fall
At eventide, to play and love and rest,
Because I know for me my work is best.

—Henry Van Dyke.

ELIMINATION OF GERMAN FROM THE PUBLIC SCHOOLS.

Albert M. Deyoe.

Except for the ambition of the German nation, the world might be at peace. The western front is the scene of the greatest tragedy in all the annals of warfare. The hundreds of thousands of human lives that are being sacrificed is of little consequence to the kaiser and the heartless autocracy which he represents in a mad effort to gain world power. Women and children are debauched, crippled, or slaughtered without mercy. Desolation unspeakable follows in the wake of the army of the Huns. American soldiers are giving their lives in defense of human rights in the trenches; unfit places of habitation except for vermin and miserable animal life. Our Nation is raising billions of dollars to support our soldier boys and the armies of our Allies.

Because of these conditions, we believe that everything that can be done should be done at once to unify our people in language, customs, and ideals, and in loyalty to our country. Things "made in Germany," including the language, have become unpopular in the United States of America. Surely the time has come to stop honoring the "Germany of today" by teaching the German language to our boys and girls. We, there-

fore, recommend that the study of German be discontinued in our public schools.

Let it be remembered that nationality or ancestry should no longer divide our people. There are but two classes, Americans and anti-Americans. There should be but one class. We love all loyal Americans regardless of ancestry. We have nothing but contempt for the disloyal person who has been the beneficiary of the American government and its institutions. Many of our loyal and industrious people came to America in search of opportunity and they found it. The making of a loyal, efficient and responsible American citizen of every person, native born as well as of those who enter our gates from foreign lands, is the vital matter. First and foremost, the public schools should emphasize better teaching of the established language of our country and the teaching of the principles of our government.

MAKING AN AMERICAN.

Albert M. Deyoe.

In the great conflict taking place, America is committed to the cause of human rights and human liberty. America is dedicated to the propaganda that no monarch shall become world-powerful, and that the ruler of no nation, however great, shall be permitted to prey upon a weaker state. It is vital that the American ideal should win. It **must** win.

There should be no lack of loyalty and whole-hearted support of the Government on the part of every individual who remains within our borders. There can be only one standard of patriotism that should suffice or that should be tolerated, and that is a standard of one hundred per cent of loyalty, service and cooperation by every person who lives in America. Disloyalty to the Government that has afforded opportunity to all the nationalities of the globe is vicious and intolerable. May peace come soon;—not peace based on compromise, but peace based on right and justice. Compromise with the liquor traffic will never settle the temperance question. Compromise did not settle the slavery problem. Compromise with evil in any form will not destroy it. Compromise with cold blooded autocracy, as exemplified in the life of as great a tyrant as the world ever knew will not make democracy safe. Duty calls upon our people, American and Foreign born, to stand unitedly and devotedly with our boys in olive drab in defense of the principle that every man, woman and child shall have a chance in life and that ruthless brutality committed upon helpless women and innocent children shall never again be practiced by any nation or people. * * *

Let the school regularly conduct lessons in civic duty and patriotism that our boys and girls may grow up with a proper appreciation of what it means to be "An American." May the flag, floating over every school house in the land, be an inspiration to them to prepare for useful and loyal citizenship. Cultivate reverence,



one of the holiest of virtues, by giving the salute to the flag and by reciting the pledge of loyalty to **our** Flag and **our** Nation.

MAUI TEACHERS' MEETING.

The annual meeting of the Maui Teachers' Association was held at Lahainaluna School on December 6, having been postponed on account of weather conditions.

The question of teachers' salaries was taken up at the meeting and a resolution, reported by a committee consisting of Messrs. F. W. Hardy, E. A. Brown and B. O. Wist, was adopted by the convention. This resolution asked for an increase in pay for teachers equivalent to 50 per cent. of their present salaries.

The following officers were elected:

E. A. Brown, Puunene, president.
F. W. Hardy, Makawao, vice-president.
R. C. Bowman, Wailuku, secretary-treasurer.

A committee to draft resolutions to be acted upon at the next annual meeting was also named as follows:

E. A. Brown, Mrs. Laura A. Sabey and Miss Mary E. Fleming.

The program was an interesting one, and consisted of the following numbers:

Mrs. H. D. Sloggett of Hamakuapoko, "Junior Red Cross Work", paper read by T. J. O'Brien.

Rev. J. Charles Villiers of Wailuku spoke on "German Psychology."

"Glimpses of French Life," was the subject of a paper by Miss Holliday, which had added interest from the fact that the speaker spoke from intimate first-hand knowledge.

Miss Nellie Gribble gave some suggestions on the "Geography of the War."

Rev. E. E. Pleasant's subject was "German Propaganda," a timely topic which had much interest for all who heard it.

"War Work in the Schools," by B. O. Wist, was of direct help to the teachers in their daily work.

W. O. Aiken, the Paia banker, talked on "War Finance." He outlined the methods by which the great conflict had been financed, and told of the plans of the government for the future in this connection.

"Primary Equipment," by Mrs. E. A. Brown, was a useful and careful technical outline of method in the school room.

F. W. Hardy's exposition of "One Hundred Per Cent. Efficiency" was an outline of a doctrine that efficency is only to be understood as a physical quality. He illustrated his theme with various examples. It was one of the thought-compelling papers of the day.

Robert Judd, "American Citizenship," told something of the plans and endeavors of the workers who are aiming to advance American citizenship ideals among the people of Hawaii.

D. C. Lindsay, school commissioner for Maui, spoke on various phases of school work, particularly as it affects Maui.

A luau was prepared by the boys of Lahainaluna, and was an unusually good one.

There was also some excellent singing by the boys of the Lahainaluna school, and some spirited mob singing by the audience.

PROGRAM FOR THE ANNUAL MEETING OF THE OAHU TEACHERS' ASSOCIATION.

The program for the annual meeting of the Oahu Teachers' Association, which convened Friday, November 29, 1918, 9 a. m. to 2 p. m., at the Territorial Normal School was as follows:

1. Opening Song—"America."
2. Italian National Anthem.....Normal Junior Chorus
3. Report of Secretary.....Announcements
4. The Boys' Working Reserve.....
 Mr. Wallace R. Farrington, Director, United States Boys' Working Reserve.
5. National Thrift & War Savings
 Mr. Robert W. Shingle, Territorial Director, National War Savings Committee.
6. Peace & Thanksgiving
 Normal Senior Boys Glee Club
7. The Rehabilitation of the Soldier.....
 Lieut. Edgar Anderson
8. Singing—(a) Hail Columbia, (b) Keep the Home Fires Burning Audience
9. Education after the War....Dr. Will Grant Chambers
 Dean, School of Education, University of Pittsburg
10. Singing—Battle Hymn of the Republic....Audience
11. The War as a Teacher of Ethics.....
 Rev. A. W. Palmer
12. Report of Nominating Committee.....
 J. C. Davis, Chairman

Luncheon 12:00 to 12:30

13. Discussion and Business Session.
14. Leaders of the Discussion.....Mr. T. H. Gibson
 Miss Bernice Cook and Mr. John Kaaha
15. Community Service William E. Hopkins
16. War Experiences with the American Expeditionary Forces
 Prof. H. R. Harper, Boston University
17. "The Star-Spangled Banner."
 Miss Margaret Cooke, Director of Music.

HAMAKUA TEACHERS' MEETING.

An interesting and instructive Teachers' Convention was held at Honokaa, Hawaii, November 29, 1918. Everyone enjoyed a good time during intermission when

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a fine lunch was served by the teachers and pupils of the Honokaa School for the nominal sum of 25 cents.

The convention opened with the singing of America by the teachers. This was followed by a short prayer by Rev. Smith of Honokaa. After the reading and acceptance of the minutes of the previous meeting, the treasurer's report was given, showing a balance of about $8.00 in the treasury. After roll call the dues were collected. Following this came the election of officers, and Miss Louise van Wagenen, principal of the Honokaa School, was elected president. Miss van Wagenen then conducted the remainder of the program. A short business discussion was held and then a resolution read and accepted, stating why all teachers should have a large increase of salaries. All were requested to sign, and needless to say, did so. This resolution is to be forwarded to the Department of Public Instruction. Following this came a short program.

Among the most interesting features of the program was the dramatization of Hiawatha by the girls and boys of the Honokaa School. The play was well rendered, showing that a great deal of time and energy had been spent by the teachers in charge in drilling the pupils. The "Indians" were very realistic and war-like with their big bows and arrows. Another very interesting feature was the dramatization of the Hawaiian Islands by the teachers of Waipio, Kukuihaele and Kapulena Schools. Many new and interesting facts were learned about the smaller islands. Each teacher carried pictures and maps representing the island dramatized. Another good number was a short talk by Mr. Thomas Nahiwa of the Honokaa School, on Boy Scouts and the Boy Scout movement. Mr. Nahiwa showed the "staff," and with it illustrated the different orders which every Boy Scout must learn and also the gymnastic exercises given. He showed how this staff can be used as a weapon for defense or a means of controlling crowds when necessary. The sight of Mr. Nahiwa's "Big Stick" was too much for the fog and storm and they disappeared immediately. Honokaa boasts of many earnest Boy Scouts, due to Mr. Nahiwa's efforts along this line.

Rev. Smith gave an interesting talk on "How the Schools Can Help the Civic Committee," and it was suggested that the children's assistance be asked in helping the committee look after unfortunates, in keeping plantations and towns cleared of rubbish and papers, or in any other way which would be for the mutual benefit of school and community. It was suggested by one member of the convention that women be allowed to join this committee. There was considerable impromptu singing, followed by the singing of the Star-Spangled Banner and a short closing prayer. The meeting was then adjourned.

EDUCATIONAL RECONSTRUCTION.

Superintendent C. P. Cary, Editor News-Bulletin.

To reconstruct is to rebuild, to make over, to change. Educational reconstruction will no doubt be largely in the nature of changed emphasis, due to a change in public opinion (or at least professional opinion) with respect to educational values. Probably the most notable change in the public mind with respect to values is in relation to health and physical vigor.

It is not surprising that war with its attendant physical strain and its medical examinations should force public attention in this specific direction rather than in some other directions less important from the military viewpoint. It is a distressing fact, a condition calling loudly for remedy, that our young men in the twenties from the country at large were utterly rejected as unfit for military service, if my information is correct, to the extent of 29 out of every 100. Many of these physical defects with proper home and school care would never have existed at all or could have been easily corrected by medical or surgical attention in childhood or youth. It is the problem of society to deal intelligently and vigorously with this condition without delay. The school and the home have both been derelict in their duty in regard to sanitation, hygiene, physical training, health.

In the second place, it is now evident we have been extremely careless with respect to unifying our nation, Americanizing our whole population. We have smiled indulgently at the development of foreign colonies in our cities and in the open stretches of country as well. Most people seemed to feel that it was not necessary to encourage our foreign population to become citizens of the United States, except at times for voting purposes; they need not be instructed in our American ideals; they need not read or write our language; they need not teach their children our language,—all this we foolishly pride ourselves upon, regarding it as cosmopolitan, broad-gauged, peculiarly American. Public opinion in this respect was due to our youthfulness and inexperience as a nation, to a self-confidence born of ignorance of the tremendous significance and value of a unified, homogeneous people in times of peace as well as in times of war. Henceforth, in a broadminded, sympathetic, generous

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way we must go about the task of Americanizing all our people. Those who cannot see the magnitude and importance of this task will minimize its value, but all molders of public opinion should labor in season and out to bring about this desirable end. This does not mean abuse or personal annoyance or persecution. It does not mean interference with religion or personal rights of any sort. It means a spirit of brotherly kindness and helpfulness. We have faith to believe all will love our democratic institutions when they fully understand them and participate in them. Since this is largely educational work, the schools should help in so far as circumstances permit.

The schools, in dealing with those who attend them, have doubtless done their best in the past with the light they had and the help they had from the public, but they must do better in the future. The public should demand it and must at the same time make it possible. The state should see to it—every state should see to it—that all children in all schools, both public and private, are given thorough instruction in the English language and in the fundamental "common" branches, including citizenship. All instruction in the subjects required by statute should be taught in English. Anything less than this is to a greater or less degree a danger to the country; anything less than this is unfair to the individual child who has a right not to be handicapped in life by lack of knowledge of our institutions and lack of ability to use skillfully and well the language of the country in which he lives.

* * * * *

The schools must in some way meet the situation better than in the past with respect to vocational guidance on the basis of natural aptitude and interest. The schools must promptly respond as never before to the demand for training pupils in initiative, in ability to think, in ability to translate knowledge into successful activity. Our showing as to bravery, as to readiness and ability to meet a situation, has been a source of great gratifica-



tion. Our young men have met all reasonable expectations and more. The Nation is justly proud of them. Events have proved that we are fundamentally right in the way we have gone about our education. What we now need is more of it and in greater perfection.

The schools dare not forget the necessity for training and directing the emotional life of pupils. If our children do not learn to appreciate the beautiful in nature and art; if they do not learn to love the best literature; if they do not learn to enter into sympathetic relations with their fellow men; if they do not develop high ideals of conduct, we shall fall short of the most significant duty and responsibility placed upon our schools.

LOS ANGELES TEACHERS' EXAMS.

The following was published in the Los Angeles "Normal Outlook," December 30, 1918. It explains the tests given to the Normal Seniors who are candidates for teaching positions in Los Angeles. It also shows how educational thought is turning to the reconstruction problems brought about by the close of the war:

Questions for Applicants for Kindergarten and Elementary Instruction.

1. The work of our schools during the war has shown a spirit of service. What would you require of your pupils in time of peace to retain and develop this spirit?

2. Many European educators believe that the schools of the United States have been very important contributors to the cause of Democracy. Show various ways in which you think the American public schools do contribute to this cause.

3. The war is over! But out of this war have arisen many problems, social and economic, which demand solution. Discuss the foregoing statement.

4. In teaching, a teacher's first question should be "Why do I teach this subject?" When she has an intelligent reason, the selection of material and even the method are likely to suggest themselves.

In illustration of this statement, choose any subject, suggest an aim or purpose in teaching it. Show how that aim would guide you in the selection of material to be taught and in the method of teaching it.

After the written examination which ended at eleven o'clock, they had three psychological tests which had no direct bearing on the examination and in no way affected the examination mark.

The oral examination held in the Security building on Monday was rather dreaded by some. When you sat down at a big table and had from three to five people sit there and fire questions at you, some, at least, decided that the actuality was no better.

EVERY SCHOOL A NATIONAL CENTER AS WELL AS A COMMUNITY CENTER.

Treasury Department, Washington, D. C.
National War Savings Committee.

To the School Principals and Teachers of America:

The school principals and teachers are helping to win this war.

Wars are no longer won on battlefields alone. Victory for our armies, life for our soldiers, depend on the mobilization of our resources.

Labor and material and the enormous sums of money our government must have to provide them—there is the real battle ground—there is where the issue rests—where victory must be assured.

No nation in history has been called upon to provide funds equal to those America must provide for the task which has just begun. The serious, vital task before the nation is to supply the needed funds without injuring commerce and industry, without decreasing that very production which must be vastly increased, that our armies may be supplied.

There is but one way.

The nation must save. Every individual must learn and practice the lesson of economy, of self-denial, of saving to the point of sacrifice. Thrift will mean triumph.

Every individual should realize that saving money means saving lives.

The school teachers of America must teach the nation this imperative way to victory — this preeminent way to maintain a national strength which will safeguard posterity and advance civilization.

The school teacher is the pioneer outpost of the government, standing at the threshold of the nation's homes. The schools of America are the single units where a national resolution can form and spread overnight into every household.

The school teachers are the rallying ground for the best beloved possession of a country—its children.

To the teachers belong the splendid privilege, the solemn duty, of rallying them round the flag and then implanting in their hearts and sending into the homes of America the message which will keep that flag flying high.

The teachers form a mighty agency which can start aright the movement among our children on which the success of our government depends.

We must save money that we may save lives. The educators of America enjoy no greater privilege than that of being able to teach this lesson to the nation; and for the sake of the lives of millions of its finest boys, the educators of America may be depended upon to teach it quickly and well.

With best wishes for success to your efforts, I am,

Sincerely yours,

F. A. VANDERLIP,
Chairman, National War Savings Committee.

JUNIOR RED CROSS

(Continued from December issue.)

To all Red Cross Juniors:

While a man remains a private citizen he has to buy his own food and clothes and pay for his own house or room. When he enters the army, the United States Government becomes his housekeeper. All he has to do about his meals is to eat them (unless he is on "Kitchen Police"). It cost 425 million dollars to feed the army for one year, from June 30, 1917, to June 30, 1918.

You will easily see why the army food bill is so big, when you remember how many million men are under arms, and realize that only first-class food stuffs are bought for them.

Only the best of meat is sent into the camps. Each camp has its own butchers, who see that all the meat is used and that the extra bone and fat is saved.

Fine fruits and vegetables are canned for the army. In those states where the finest tomatoes, onions, peas and beans are grown, as much of the crop as was needed was taken to be put up for the army. During last October, over 27 million pounds of onions and potatoes were used in camps and cantonments in the United States. The cans of tomatoes, 75 million used in three months ending June 3, 1918, would reach from Linda, California, to the battle front on the Marne if you lined them up end to end.

Dried and evaporated fruits form an important part of the soldiers meals. The army will buy about 80 million pounds of prunes, dried apples and peaches from this year's crop. Most of these were grown in California. From the same state will come 80 million cans of apricots, peaches, cherries and pears. All the cherry stones will be saved and used in making gas masks. Prunes hold a place of honor on the soldier's bill of fare. They have food value, fruit value, tonic value as a confection. Did you ever before hear of something being medicine and candy at the same time? The Surgeon General of the army recommends prunes.

Lemon drops are the soldiers favorite candy. They are made of pure granulated sugar, flavored with an extract from lemon rind. About 200,000 pounds were given to the army up to last August. This made about 15 per cent of the army candy supply.

At present the army is using large supplies of fresh butter, 1,250,000 pounds of butter against 700,000 pounds of oleomargarine. As winter comes on and butter becomes scarcer, the amounts of oleomargarine and butter are about even.

Plenty of bread is served the soldiers at every meal. From January first to August first, more than 500 million pounds of flour have been supplied for army use. The men in service have used a greater amount of "substitutes" than the Food Administration has asked of private citizens.

Soldiers love strong, fresh coffee. The army roasts its own coffee beans, and in this way saves Uncle Sam two cents a pound. During the first seven months of the war the soldiers used over a million and a half cans of condensed milk. Up to August 10, 1918, they used 225 million pounds of sugar.

It costs the government 45 cents a day to feed a soldier. His food for one day is called a ration. There are 27 different articles of food in each ration, which must be prepared every day. Here is a day's ration taken at random from the "menu" at Camp Grant, Illinois:

Breakfast—Corn Flakes with milk, Coffee with milk and sugar, Scrambled eggs, fried potatoes and a sauce.

Dinner—Coffee with milk and sugar, beef tongue, baked potatoes, peas, bread and butter, raisin sauce and pineapple cobbler.

Supper—Iced tea, bread and butter, cold roast beef, fried potatoes, radishes, onions and corn.

General Pershing reports that no soldier in France has had to wait for a meal beyond the time when that meal was due.

Yours sincerely,

Bureau of Junior Membership, American Red Cross for the National Woman's Liberty Loan Committee, Treasury Department, Washington, D. C.

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Training School Building at the Territorial Normal School. Erected 1918, under the supervision of the Department of Public Works

NEW NORMAL SCHOOL BUILDING

By Edgar Wood

When the last Legislature made an appropriation for a new building for the Territorial Training School, it was felt that a long-needed improvement was about to take place. The rising prices of material, however, convinced us that in order to have a building of adequate size, we must economize in some way. Vice-Principal Roberts, with the approval and co-operation of the Department of Public Works, agreed to draw the plans for the new building, and in this way effect a considerable saving. The outcome is entirely satisfactory. The general appearance of the building, interior and exterior, is pleasing, the light is sufficient, and there are ample accommodations for books and apparatus.

The floor plan, as seen in the drawing, was planned to accommodate forty children to a room and to give the teacher sufficient closet space for supplies, books, and necessary apparatus, without interfering with the blackboards. Each room, as shown in the drawing, has a closet space of 3′×18′ and a blackboard space of about 75 running feet. Under the blackboard, the ledge juts out about four inches and below this ledge is a door behind which is a space for the hats and wraps of the pupils. When school is in session and everything is in place, the door is shut. This arrangement has proven most satisfactory.

The interior walls and the ceilings are plastered, the former being colored buff, while the latter are cream. The interior woodwork is of Northwest pine stained to resemble dark oak and given a dull finish varnish. The doors are three-ply with single panels and of the same finish. These are beautiful in their grain and have an advantage over the five or six panel doors in the simplicity of their style and in the fact that they have fewer dust-catching ledges.

The stairways ascend by easy treads to the upper floor, meeting near the middle of the upper hall. They are so arranged as to make possible a dressing-room and rest-room for the teachers at either end of the upper hall.

Each room has four large windows of florentine glass. This glass is arranged so as to diffuse the light satisfactorily even on cloudy and stormy days. There is always enough and seldom too much light.

The work was done by Lucas Bros. during the school year. The business-like management, the orderly conduct of the employees and the excellent workmanship on the building was a lesson to the pupils in the proper conduct of the every day activities of life. A building so well adapted to the comfort and convenience of the teachers and pupils is certainly a forward step toward our educational goal.

A LETTER OF THANKS

January 19, 1919.

Mr. Henry W. Kinney,
Supt. Public Education,
Honolulu, T. H.

Dear Mr. Kinney:

The Territory of Hawaii for the year 1918 exceeded its War Savings Stamp quota of $2,000,000 by about $25,000, and so far as I know at the present writing there is but one State that accomplished this, so that a record has been established in the Territory of which every man, woman and child should be justly proud.

The task of disposing of our quota in Hawaii was a very different one from that faced by the States, for we had to meet many classes of people in isolated districts and educate them to the many advantages to be derived from this investment.

We could conceive of no farther reaching method than the school system of the Territory, and I am glad to say that we met in this call a most ready response from the entire system, and you should be proud to head such an organization.

Through this channel we have been able to place War Savings and Thrift Stamps in practically every home in the Territory, and the effect has been, and will be, far reaching and of great value, for not only have we been able to supply the Government with the money needed to win the war, resulting in the spreading of democracy over practically the whole world, but we have spread the gospel of thrift and economy over the Territory and taught all our people to save; the good effects of which will be felt for many years to come.

The teachers answered this patriotic call in a most noble manner, and through their devotion and work for the cause were a wonderful example for our younger generation whose future they have in charge. The benefits which the children will derive from their part in this campaign, will be a great help to them in the future, for when, having grown to manhood and womanhood, they will be proud of their patriotic participation in this great conflict; and the principles of thrift, which this work has inculcated, will be a faithful companion to them through life.

I want to thank every teacher and every child in the Territory, but I cannot, and therefore ask you to thank each and every one of them on behalf of the Government, for their coming forward so willingly and for their splendid work, which made this campaign a great success.

Now that this work has been so well established, I trust it will go on, for the Government has not entirely passed through its hour of need. There are still ships to be built, our boys brought home, loans to friendly nations and the wasted countries of Europe rebuilt.

The call has gone forth from the United States Treasury for another two billions of dollars to be raised by the sale of War Savings Stamps in 1919. Hawaii must do as well this year as last year, and we look to the schools for loyal aid.

Very truly yours,
ROBERT W. SHINGLE,
Territorial Director.

SEVENTY PER CENT OF ERRORS UNDER FIVE HEADS

That 70 per cent of the errors made by school children in speaking and writing can be classified under five heads was the astonishing statement made to a meeting of Okmulgee teachers by City Superintendent H. B. Bruner in making an appeal to the teachers to concentrate efforts on that portion of oral composition which a child uses from day to day.

Prof. Bruner said:

"Three years ago it was my good fortune to assist Dr. W. W. Charters of the University of Missouri, in making a survey of the errors made by children in speaking and writing. We enlisted the aid of 107 teachers in the Kansas City schools, who, by studying children's compositions, by following children on play grounds and noting what was said and written in classes, found, to their astonishment, that 70 per cent of all the errors made by children in talking and writing can be classified under five heads. These heads are given below. Of course, it is perfectly evident that the thing to teach in grammar is correction of these errors. In my opinion we waste a great deal of time teaching formal grammar. Eliminate all such teaching and concentrate your efforts on that portion of oral composition which a child uses from day to day. The only grammar necessary to be taught is that listed below and a few other simple constructions. This does not mean that there shall be no grammar teaching. It does mean that I wish for you to emphasize more strongly than ever before certain problems of grammar teaching, but, for the sake of the child, eliminate entirely the foolish practise of forcing students to memorize long grammatical paradigms and forms which are entirely unnecessary."

Common Errors in Grammar

The five heads follow:

First—Twenty-four per cent—Confusion of past tense and perfect participle—Has the bell rang? I done it. I have saw him.

Second—Fourteen per cent—Failure of verb to agree

with subject—You was here. They was here. There is six of us.

Third—Twelve per cent—Wrong word—Confusion lie and lay, sit and set.

Fourth—Eleven per cent—Double negatives—I didn't do nothing.

Fifth—Ten per cent—Putting in unnecessary words—John he said so. I haven't got a pencil. That there book is mine. Where is it at?

JUDGES FOR THE STAR-BULLETIN GARDEN CONTEST

Maui and Molokai

Class A Schools—W. O. Aiken, Paia; Will J. Cooper, Wailuku; County Agent for Maui.

Class B Schools (Central Maui), which includes the schools in District 3, as follows: Waikapu, Waihee, Kahului, Camp 10, Makawao, Kealahou, Keahua, Keokea, Ulupalakua, Makena, Kaupakalua, Kuiaha, Halehaku, Huelo—Hon L. L. Burr, Wailuku; F. E. Cameron, Paia; F. G. Krauss, Haiku.

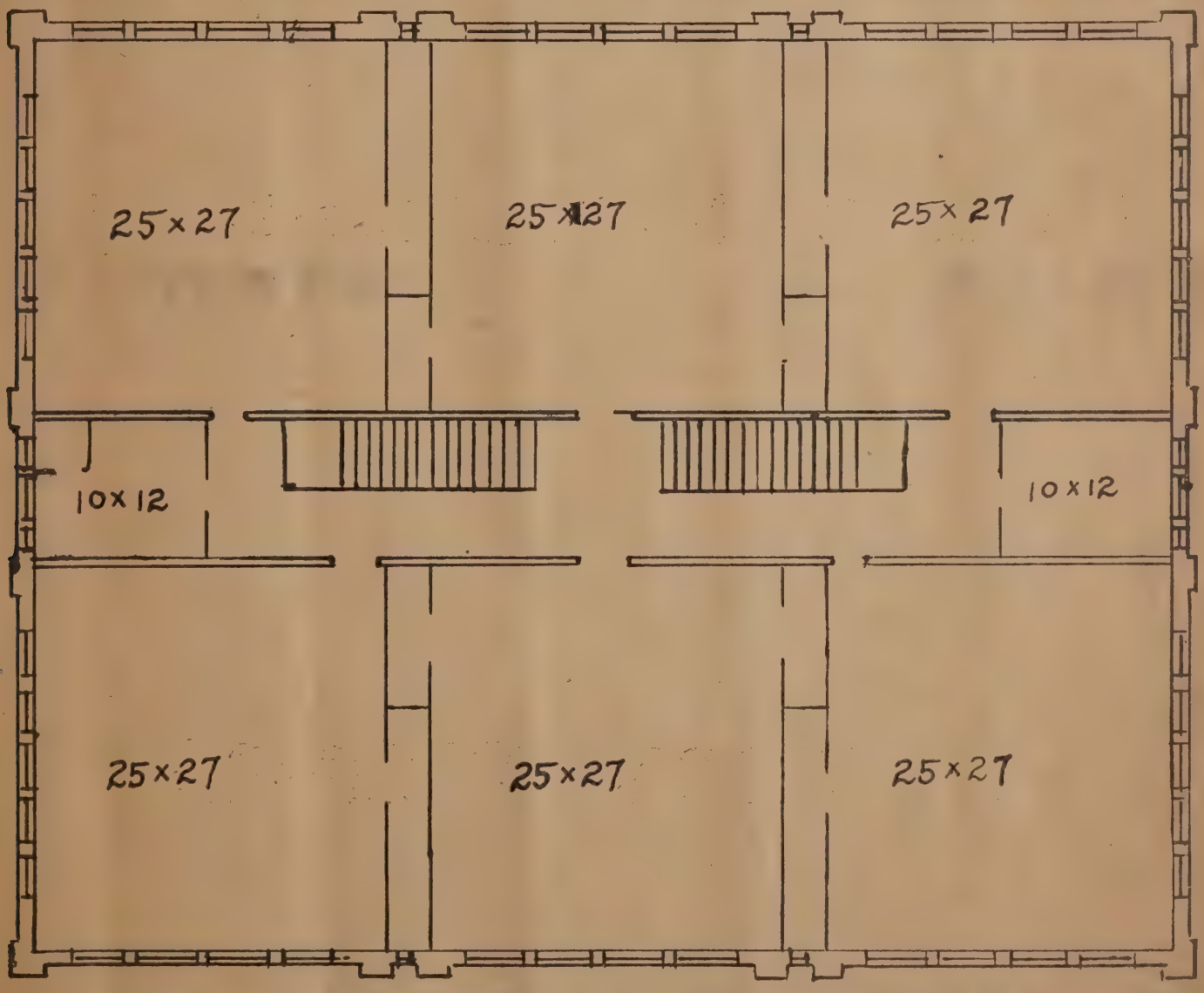
Class B Schools, District 2, including Honokohua, Puukolii, Kihei, Honokowai, Olowalu, Kahakuloa—D. T. Fleming, Honolua; F. O'Brien, Lahainaluna; Charles Farden, Lahaina.

Class B Schools, First District, including Keanae, Hana, Haou, Kaupo, Nahiku, Kaeleku, Kipahulu—G. E. Lake, Hana; J. W. Kawaakoa, Kaupo; Mrs. Ruth Gibbs, Kipahulu; G. P. Kauimakaole, Hana; S. K. Kahookele, Nahiku; D. W. Napihaa, Keanae.

Class B Schools, District 4, including Kamalo, Waialua, Pelekunu, Kalaupapa, Kaluaaha, Halawa, Kalae, Kaunakakai—O. Tollefson, Pukoo; Eddie McCorriston, Pukoo; Theodore Meyer, Kamalo.

Hawaii

Class B Schools, Kohala, including Waikii, Waimea,



Floor plan of the new building at the Territorial Normal School. The arrangement is the same for each floor, except that the corridor extends the entire length of the building on the first floor.

Kaauhuhu, Honomakau, Makapala, Kawaihae, Pokahulua, Puuepa, Ainakea, Halawa—Geo. C .Watt, Kohala; Mrs. B. D. Bond, Kohala; Mrs. John Hind, Kohala.

Class B Schools, Kona, including Milolii, Papa, Alae, Hookena, Honaunau, Napoopoo, Konawaena, Holualoa, Kailua, Honokohau, Kalaoa, Keauhou—J. W. Thompson, Kailua; Robt. Wallace, Kealakekua; the County Agent.

Class B Schools, Kau—Geo. Gibb, Naalehu; R. A. Goff, Glenwood.

Class B Schools, Hilo and Puna, including Piopio, Waiakeakai, Waiakeawaena, Waiakeauka, Piihonua, Kaumana, Haaheo, Ookala, Kapehu, Ninole, Kaiwiki—H. E. Starrett, Olaa; R. A. Goff, Glenwood; Mrs. H. E. Starrett, Olaa.

Class B Schools, Hamakua, including Waipio, Kukuihaele, Kapulena, Ahualoa, Paauhau, Kaapahu, Keehia—Joe Pritchard, Honokaa; Fred Giddings, Honokaa; M. S. Botelho, Honokaa.

Class A Schools, Hilo and Hamakua—David Forbes, Hilo; John Ross, Hakalau; B. C. Stewart, Hilo.

Kauai

Class A Schools—Chas. Wilcox, Lihue; G. W. Sahr, Lihue; A. H. Hills, Lihue.

Class B Schools, District 1, including Haena, Hanalei, Kilauea, Koolau, Anahola, Kapahi, Wailua—A. Menefoglio, Wainiha; J. M. Lydgate, Lihue; L. D. Larson, Kilauea (asked).

Class B Schools, District 2, including Huleia, Kalaheo, Kekaha, Mana—Douglas Baldwin, Makaweli; L. A. Walworth, Eleele; A. Jacobs, Koloa.

Oahu

Judges for all schools and gardens—J. E. Higgins, Vaughan MacCaughey, David Haughs, L. A. Henke, R. A. Borden.

NOTES FROM LIBRARY OF HAWAII

CHILDREN'S NEW ENCYCLOPEDIA

The library has recently added an encyclopedia of eight volumes called The World Book, edited by M. V. O'Shea, Ellsworth D. Foster, George H. Locke and others. It is said to be the best of its type, "a reference work compiled by educators of standing, which is designed to present essential facts and lessons to upper grade, or high school pupils and teachers. Written in simple and interesting language, with illustrations, many maps and in case of the more important topics of study, outline plans and questions." It will be useful as a school or house encyclopedia.

TEACHERS' AND MOTHERS' BOOKS

To cooperate with the Children's Bureau of the U. S. Department of Labor in its splendid efforts to promote child welfare, the Library has placed its best books on child study, psychology, teaching, and home training in the corner at the right of the loan desk. This collection will be of interest to teachers and parents. Any of the books may be drawn for home reading.

PICTURE COLLECTION

Mounted sets of colored pictures in a series entitled "Famous pictures owned in America" will be loaned to schools on request. Address, Islands Department, Library of Hawaii, Honolulu, T. H.

LIBRARIES FOR CHILDREN

Sir Baden-Powell has said that no matter when the war ended, the final victory would come to the nation that twenty years after would have the strongest and the best trained men and women. A better text could not be found to serve as an impetus for work with children. To accomplish this end for America all organizations working with children should cooperate to the fullest extent. It is the effort of the Library of Hawaii to place a traveling library in every school in the Territory. The Islands Department asks the enthusiastic cooperation of every teacher—not only in placing a collection of books in the school, but in arousing an intelligent interest in the Library when it is installed.

BOOKS FOR TEACHERS

The following list of books may be of interest to teachers, and any of the volumes can be loaned through the Islands Department of Hawaii, Honolulu, T. H.:

Allen—Universal Training for Citizenship and Public Service.

Art Education for High Schools.

Hunt—What Shall We Read to the Children?
Kleiser—How to Speak in Public.
McKeever—Outlines of Child Study.
MacPherson—Musical Education of the Child.
Pearson—Reveries of a School Master.
Olcott—Children's Reading.
Sargent & Miller—How Children Learn to Draw.

SCHOOL GARDENS

By Ken C. Bryan

The United States School Garden Army service flags, which were ordered by Superintendent Henry W. Kinney from Washington, have arrived and are being distributed to those enlisted in the United States School Garden Army. The badges for members have also arrived, but will not be distributed until the end of the school year, when they will be given to all members who have fulfilled the enlistment pledge.

The question has been asked by several teachers as to whether pupils who have enlisted in the United States School Garden Army may enter their gardens in the Star-Bulletin Contest. The United States School Garden

Army was organized for the purpose of stimulating interest in gardening throughout the country. The Star-Bulletin contests were arranged for the same purpose. Therefore, members of the United States School Garden Army are free to enter their gardens in the Star-Bulletin contest or in any other contest which is organized for the promotion or betterment of garden work.

Below is a table showing the percentage of pupils enrolled in each school who have enlisted in the United States School Garden Army:

SCHOOL.	No. Enlisted U. S. S. G. Army.	Total Enrollment Sept. 30.	Percentage of Total Enrollment U. S. S. G. A.
Kaneohe	107	225	47.5%
Royal	378	940	40.1
Kawailoa	46	154	29.8
Hauula	25	95	26.4
Waimanalo	25	97	25.8
Kahuku	66	292	22.6
Mokuleia	11	50	22.
Kailua	9	41	21.2
Waiahole	18	101	17.8
Waianae	35	211	16.6
Watertown	23	139	16.5
Kaiulani	214	1602	13.4
Pauoa	22	186	11.8
Waikiki	22	193	11.4
Kalihiwaena	88	781	11.3
Kaahumanu	104	1034	10.1
Maemae	19	189	10.
Wahiawa	21	257	8.6
Waipahu	34	619	5.5
Central Grammar	71	1342	5.3
Ewa	30	584	5.3
Kauluwela	68	1298	5.2
Aiea	17	453	3.8
Waialua	8	767	1.04

(Schools not shown here have no children enlisted in U. S. S. G. A. as yet).

Total number of gardens enlisted on Oahu, 1431.

Total area of all gardens enlisted on Oahu, approximately ten acres.

WAR ACTIVITIES IN THE SCHOOLS

By B. O. Wist, Principal Kamehameha III School, Lahaina, Maui. Read at the Maui Teachers' Convention, 1918

To get a starting point for a discussion of the war activities of Maui's schools it is necessary to go back to a time when the great world war which has just ended so auspiciously was only a dream in the minds of a few devilish war lords of Germania. I refer to the morale of the school children. This morale has been the backbone to our war work. In importance, I believe, it holds first place among our war activities. We were engaged in the propaganda of creating this morale at a time when most of us had only a vague knowledge of the meaning of the word propaganda. What I have been trying to get at is the patriotic morning exercises in our schools. Hawaii's schools have been conducting patriotic exercises daily for many years. As a factor in the Americanization of our children their importance cannot be overestimated. They have afforded an opportunity for learning respect for the flag and love for the things it symbolizes. Concert recitation of the flag salute or other things of a patriotic nature have gone far to develop the spirit so necessary for successful war work.

Immediately upon the entry of the United States into the World War many of Maui's schools began active Red Cross work. This was before the organization of the Junior Red Cross in the Islands. I am proud to say that Kamehameha III was one of these schools. When the Junior Red Cross was organized, there was, of course, much greater opportunity for effective Red Cross work. Approximately two-thirds of our children are members of this organization. To enumerate the activities of these children at Kamehameha III will be a sort of synopsis of the work being done by all of Maui's schools. The children from the primary grades have had an opportunity of serving their country through the Red Cross organization by clipping cloth for pillows and by collecting salvage, particularly tinfoil. Upper grade girls have done much that deserves credit. They have knitted socks, sweaters, helmets, mufflers and the like. We have had at our school, for some time, a sock-knitting machine which has facilitated the making of socks—the leg part being knitted by machine while the foot part is knitted by hand. Much sewing has been done, such as pillows, pillow cases, property bags and the like. Lack of sufficient sewing machines has kept many schools from doing what they could in sewing since most of the Red Cross sewing is sewing-machine work. Some hand sewing has been done, much of it not under the direction of the Junior Red Cross, namely, Belgian relief work. In a way, upper grade boys have not had as great an opportunity to do effective Red Cross work as the girls have. It was found by those in charge of this work on Maui that it would not be feasible for Lahaina boys to make packing cases, thus eliminating one of the principal activities of boys. They have, however, rendered very valuable assistance in other ways. Their principal services have been rendered through the Boy Scout organization, of whose activities I shall speak a little later. Another way in which both boys and girls have been effective Red Cross workers has been in the collecting of salvage. I have estimated that Kamehameha III children have collected over $300.00 worth of old iron, bottles, shoes, clothing, tin and lead foil, etc., etc. This salvage work has not been in operation for more than a few months, or the showing would necessarily be much greater. We have found that setting aside a certain day (Friday seems to be a

good one) as salvage day and asking each child to bring at least one thing, has served to stimulate interest in this work. There is another thing that has served to stimulate interest in this work. There is another good that results from the salvage work and that is the cleaning up of the village. I think I already notice some improvement in the appearance of Lahaina back lots and camps. This school year we have had two classes of girls who have worked every Friday afternoon in the Armory with the Lahaina women. These girls have been under the direction of teachers and have worked from 12:30 to 4:00 o'clock. All the eighth grade girls made up one of these classes whose work has been the making of surgical dressings. The work of the other class, consisting of selected girls from the fifth to seventh grade, has been Belgian layette work. In concluding my remarks on the Red Cross work in the school permit me to mention the fact that most children were contributors to the cause during the drive which came some time during last school year. The money they gave was, of course, unsolicited.

Next in importance to the Red Cross work has been the sale of Thrift Stamps in the school. From what I can learn Maui schools can be justly proud of their work along this line. At Kamehameha III we have to date sold $4,000 worth of Thrift and War Savings Stamps. That is to say, the pupils in the school own stamps to that value. They have, of course, purchased many of these stamps at the Japanese schools, but we have emphasized the fact that it makes no difference where they buy their stamps as long as they do buy them, and I like to think that our propaganda for the sale of stamps has sold hundreds outside of the school itself. One of the things that I feel has stimulated the sale of stamps has been the keeping of accurate records and the posting of the same on the Bulletin Board where the children can see what they are doing. I get these records from the children themselves every Friday morning. This method consumes practically all my supervision time Fridays, but I consider the time well spent for three reasons: In the first place it gives me an excellent opportunity to get acquainted with the children of the school and familiar with their names. Secondly, it is good English drill for the younger children to rise and tell me the number of stamps they own. In the third place, and most important of all, this method seems to sell stamps. Friday is always our best day. After getting the necessary data from the children I summarize them onto the general report for posting. The idea of giving buttons and ribbons for the sale of stamps seems to be a very good one. It is too bad that this plan was not started earlier in the year, but as there will be another issue of stamps, I am sure that this plan will sell thousands of stamps in the year 1919. Mr. Judd's bean idea is also a very good one. There is considerable psychology in the fact that a child wants his five beans removed from the Kaiser's war chest. Mob singing has sold many stamps as well as doing much other good work, but more of that a little later. It is impossible to estimate the number of stamps sold through the efforts of the teachers by their continual talking on the subject. The Boy Scouts have sold stamps in school as well as out of school. A great many grown people have sort of had the impression that Thrift Stamps are a sort of "kid stunt." While nothing could, of course, be farther from the truth, I do believe that consistent campaigning among the school children has sold their parents thousands of dollars worth of stamps.

One school activity that the war has boomed is gardening. We are unfortunately so situated in Lahaina that we have no school land suitable for gardening purposes. Through the courtesy of the Pioneer Mill Co. we have, however, obtained the use of approximately two acres of land for gardens. On this land we have about 75 good vegetable gardens. Aside from this, there were, the last time I obtained figures on it, about 250 home gardens. Some of these were, of course, very small, but every little bit of garden has been worth while.

One of the earliest war campaigns was that of food conservation. This has been rigidly preached and we have consistently followed the rules of the Food Administration in our school kitchen.

School children throughout the Islands have given benefits of one sort or another for war purposes. Our children have taken part in one such benefit netting the Red Cross over $150.

In the recent United War Work campaign the teachers and children of this island were partly responsible for Maui's going over the top. Older children were trained and gave four-minute talks on the subject. The teachers advertised it to advantage. Lahaina children were asked to work one day on the plantation and turn over their wages for that day to the fund. About 400 children from the public and private schools of the village responded to this appeal. We also accepted money from the children on this occasion and Kamehameha III children donated $70.

Another war activity in connection with the schools has been the organization and maintenance of the Boys' and Girls' Working Reserves. Altogether there were 247 boys and girls enrolled in the reserve in this district. This includes children from all the public and private schools in Lahaina District. 193 of these children earned badges, having worked over three-fourths of the summer. This was not by any means the entire number of children who worked during the summer. Altogether the children put in 21,930 working days on Pioneer plantation alone. They justly deserve the thanks their employers extend to them. As far as I know, no child has suffered through this work. They have been given work such as pulling weeds and planting—work not beyond their capacity. The Reserve movement started out in Lahaina with a huge picnic, transportation, "kaukau" and prizes for sports

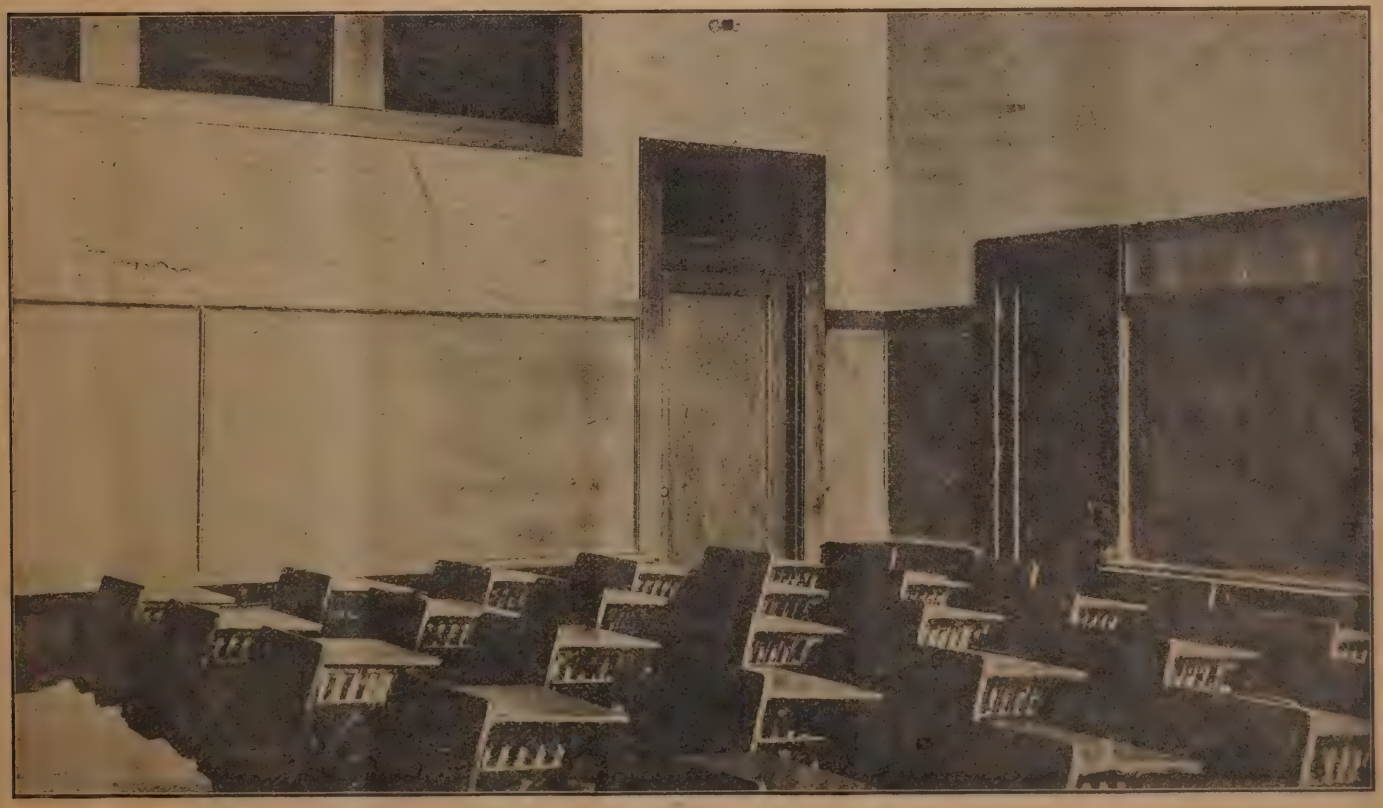
all being furnished out of the plantation coffers. A couple of weeks ago we had a huge demonstration at the Pioneer Theater. Children came to the village from all the schools in the district. Talks were given, slides showing the children at work were shown, also a thrift stamp moving picture, badges were awarded and the youngsters nearly took the roof off getting the Kaiser. In this connection it is well to mention the newly organized Saturday Working Reserve. It will be a long time before the laborers come back to work again. Meanwhile it is up to the United States to feed a starving world and up to the Hawaiian Islands to provide the sugar. Who can question the fact that it is patriotic work to encourage children to help out in this emergency. The Saturday Working Reserve Service Flag will be a success I am sure. In this connection, too, it is well to add a word of appreciation for the interest taken by the Japanese school officials. Unquestionably this work as well as other war work has hurt their school attendance, but they have joined hands with us and assisted in every way possible.

Let me speak a few words of the Boy Scout organization in the field of war work. There should be a troop of Boy Scouts in connection with every school on Maui. I am pleased to note that many new troops have been organized since we went to war. Here are a few of the activities of the Lahaina Boy Scouts: They have sold over $1,000 worth of Thrift Stamps. They have participated in two Liberty Loan drives. One scout in one drive sold $1,200 worth of bonds and in recognition therefor received a medal from Washington. Remember, too, that Boy Scouts act as gleaners. They wait until the drive is almost over before they begin. The boys have assisted in selling Red Cross memberships and in soliciting for the United War Work. They have, from time to time, put up posters. They have collected magazines and sent them to our soldier boys. They have had full charge of the salvage collection at the school.

As another war activity I might mention war talks and mob singing. We have had quite a number of war talkers visit the school, both local and otherwise. One and all have been enthusiastically received by the children. Captain "Peg" is the man who gave the real impetus to our mob singing. We had, of course, done some mob singing before his visit to Lahaina, but after hearing him the youngsters would sing nothing else but war songs. Personally, I can think of nothing that could have approached mob singing as a stimulus to war activities or for generating patriotism. On occasion we have recommended the attendance of the children at the theater when some patriotic war film has been shown. On such occasions the children have enkindled the patriotic spirit of the grown-ups with their mob singing.

In conclusion I want to say a few words about the war work in the class room. I dare say that the

(Continued on page 9)



Interior of room in the new building at the Territorial Normal School. This shows the blackboard arrangement, entrance, ventilators, and closet for supplies. Cupboard space for hats and clothing is below the blackboard.

Hawaii Educational Review

Published by the Department of Public Instruction.
Office of publication, Honolulu Star-Bulletin.

Henry Walsworth Kinney, Superintendent of Public Instruction, Editor.

NOTICE!

Principals are requested to see, whenever necessary, that their assistants make application for leave of absence in accordance with the requirements of Section 10, paragraph 5, page 24 of the Rules and Regulations. Such application should reach the department immediately after the return of the teacher if it is not possible to send it prior to that time.

SECRETARY.

ENTRIES FOR GARDEN CONTEST

If you have failed to file your entry with the Star-Bulletin for the 1919 Garden Contest, **do so at once.** Manager Farrington states that the Star-Bulletin will accept late entries, as several factors have made it difficult for the schools to get started. Your opportunity is not lost. Take advantage of the present chance and write at once.

This year each school has a fine chance to win. Competition among schools of the same relative size make the conditions much more equal than in former contests.

LEAVE OF ABSENCE

There has been considerable confusion and inconvenience caused by the failure of teachers, who have been absent from school, to make requests for leave of absence promptly. The Auditing Department has objected to the frequent adjustment of salaries caused by these delays and will no longer issue warrants until such adjustments have ben made.

Under this ruling teachers, who have been absent and have not made arrangements for adjusting their salaries, according to the school law, will not receive their pay for the month until requests have been received and acted upon.

Whenever it is possible, the requests should come to the Department at the beginning of the absence, so that when the principals' reports are received, the adjustment can be promptly made. In cases of protracted illness, the requests should be made at the earliest possible date, and certainly not later than the day on which the teacher returns to her duties. In all cases requiring a physician's certificate or statement, the certificate should be attached to the application for leave of absence, or be sent by the doctor on the same date.

A careful study of the school laws, in regard to leave of absence, and especially the amendments made in the past three years, will do much to assist the Department in making adjustments promptly.

SOUND TABLES FOR LOCAL SCHOOLS

A pamphlet has ben prepared by Miss Olive Day of the Territorial Normal School, for the purpose of correcting errors in speech of pupils in the schools of Hawaii.

The work is carefully done and shows how to train the pupil from grade to grade to pronounce the English sounds.

Miss Day has had this pamphlet copyrighted and has placed it on sale. The Department is sending out copies for use in the schools and calls the attention of principals and teachers to the advantages to be obtained from its careful use. The mastery of these comparatively few sounds will vastly improve the spoken English of our pupils.

FAIR HAWAII

(To the tune of "Autumn" No. 148)

1

Fair Hawaii, land of rainbows,
Flashing reef and opal sea,
Mauna Loa white with snow-drifts,
Waving palms of Waikiki.
Cloud-capped peaks of mighty Maui,
Canyon temples of Kauai—
Nature's God in love and beauty
Lifted up thy crags on high!

2

Fair Hawaii, thine the story
Of the pilgrim souls who came,
Daring seas and trials and labors,
Christ's true gospel to proclaim.
God of missionary fathers,
Grant us courage, faith and light,
Lead us out in paths of service,
Make us valiant for the right!

3

Fair Hawaii, we thy children
Our aloha pledge to thee,
New-found brothers from all races
Gathered here in unity.
O thou God of peace and justice,
Help us in true love to dwell;
Make our thoughts and deeds fraternal
Earth's great brotherhood foretell!

—Albert W. Palmer.

SCHOOL CALENDAR 1918-1919

First Term.....Sept. 16th-Dec. 20th—14 weeks
Second Term.....Jan. 6th-April 4th—13 weeks
Third Term.....April 14th-June 27th—11 weeks

WAR ACTIVITIES IN THE SCHOOLS.

(Continued from page 7)

war has been used to advantage by all teachers in their class room work. Geography and current events would be the most natural subjects for such a topic, but language work can be centered about the war as well as about most anything else. We have had a fairsized war map on the Bulletin Board. We get the wireless news daily and as the battle line has advanced the colored pins on the war map have also advanced. Besides the regular school magazines, such as National War Service, Current Events and School Life, we take a number of newspapers and periodicals—among them the Star-Bulletin daily, Literary Digest and Review of Reviews. These magazines and papers have been of great assistance to teachers in presenting current events and war subjects as well as serving as a basis for much of the English work. Problems have been given in arithmetic on subjects pertinent to the war. One of the most interesting bits of war work we have conducted at Kamehameha III school has been the four-minute speeches. During the Fourth Liberty Loan drive all the eighth grade children were required to write four-minute talks. The six best of these were memorized and given by their authors during morning exercises. The three best orators were then selected and they gave their talks at the Pioneer Theater. This same plan was followed during the United War Work campaign. The children take to this work and grown people seem to like it. We are going to repeat it during the next drive, whatever it is.

READING IN THE LOW GRADE I

By Mabel Minthorn, Paauhau

The chief aims in teaching a beginner to read, are: (1) to give the child a reading vocabulary so he can do outside individual reading; (2) to give him a talking vocabulary large enough for him to express his thoughts clearly; and (3) to arouse an interest in the reading to such an extent that the child will endeavor to read whatever books or papers may be in the home.

The average child who first comes to school in these Islands cannot talk nor understand the English language very well, if at all, and thus the teacher is required to give him words the meaning of which he can easily learn, and also such words as can easily be said and read.

It is well to choose a good Primer, as the Expression Primer by Lillian E. Talbert, The Summors Primer by Frank D. Beattys & Company, or the Aldine Primer by Newson & Company, and follow it as closely as possible. The material to be taught will depend greatly upon the children, but I shall take what I consider an average class of pupils and give a brief outline of the method used.

All children between the ages of six and ten years are active and action words will appeal to them more than the others. For this reason I chose the word "run" to begin with. In the first place I had one child run to the door. Nearly all children will know what it is to **run**, but if they do not, the teacher will have to illustrate by running herself. After several children had run to the various things in the room,—the windows, the door, the desk, the chair and the blackboard,—I placed the word "Run" on the board in large print, and told the children that the chalk said "Run." I then placed this sentence on the board, "Akila, run," and told Akila to do what the chalk said. I made sentences using as many of the children's names as were recognized, and then took up the words, **hop, sing** and **jump** in the same way. I then asked the children what else could run, and the words dog, cat, girl and boy were given. One at a time these words were taught. Then I said "I can run," suiting the action to the words. I then wrote the sentence "I can run" on the board. I gave constant and continued drills on the words each day, making such sentences as "The dog can run," The cat can jump," and "The bird can hop and fly." All action words can be taught in the same way as "Run" was taught. By the end of the first two months most of the class knew all the work covered, so I divided them into A and B and continued the harder work with the A, giving the B Class a repetition of the lessons covered. My class is composed of about 17 hold-overs who knew a little bit to begin with; and 17 other children who did not know anything—12 of them being beginners. I used the spelling words as a word drill, and as soon as the children could recognize the word to, began on the phrases. In the sentence "Run **to the door**," **to the door** should be underlined, and special emphasis placed upon the reading of it. Have the children read it silently and then stand and say it all without saying each word disjointedly. In the morning we have phonics and word drill accompanied by games and stories to arouse an interest, and in the afternoon we have "Reading for Expression," during which time special emphasis is placed upon the phrases.

As all teachers have probably noticed, the children here, and especially the Japanese, are inclined to read in a "sing-song" fashion, coming up at the end of each sentence instead of dropping the voice, whether it is a question or not. Sometimes I say the word "Stop!" short and quick, and the child stops before thinking, thus bringing his voice down. A great deal of drill has to be given to break the children of this habit, which they learn in their own school-room, and which the other nationalities imitate.

After the word "Run" has been learned, it can be used as a phonetic word, the R and the UN being separated. Other words as d-og; c-at; c-an; c-ow; h-op and b-oy can be used in the same way. The phonetic drill in connection with the reading should be only on the words of the reading lesson, as time is given in the program for a separate phonetic period.

As to the games which can be used for word drill:

A game of baseball is always interesting to the children and can be played as follows: Choose about 18 of the best readers in class and divide them into two 9's. Choose

the best reader on one side for pitcher and on the other for first batter. The "pitcher" is given the pointer and is allowed to point to any word on the board (a list will have to be put on previously), and the batter must tell the word. If he misses, it is one "out," but if he tells it correctly, it is a "homerun." As soon as there are three "outs," change sides. The side having the most "home runs" at the end, wins.

Draw a tree. It can be an orange, apple, papaia or banana tree. Place the words on the tree (fruit), and have the different children go to the board and pick fruit, one at a time. Suppose it is a papaia tree. The child misses a word. Say, "Oh, that's too bad, you dropped a papaia, and will have to climb down and get it. Mary may go to the tree and pick papaias while you are getting the one you dropped." Draw a picture of a boat, a train, an automobile or an airship, and see how many children can go riding (all those who can tell words). At the end of the ride take a walk. (Have the words placed horizontally along the board). If a child misses, say: "Oh, you stubbed your toe and fell. Akila, you will have to help him up." Akila then tells that word and the first child goes on.

Draw a tree on the board and tell the following story:

"Here is a big apple tree. Now high up in the tree there is a (bird). Under the tree I see a (girl) playing. Along the road toward the tree comes a (boy) whistling. I see a (dog) running along behind the (boy). When the (boy) comes to the (tree) he climbs up, and says to the (girl), 'Come with me.' The (girl) stands up and climbs the (tree). Then the (boy) goes down, and says to the (girl), 'Come with me and play.' The (girl) climbs down again. They run home together. The (dog) is chasing the (kitty), which runs to the (tree) and climbs up to the old (cat)." The words in parenthesis, as girl, boy, dog, cat, tree, bird, must be placed on the tree as the teacher tells the story. The sentence "Come with me," must be written at one side when she says it. Pause and have the children supply these words.

Many other games can be invented by a wide-awake teacher which will amuse and at the same time, instruct, the children.

Friday afternoons I give busy work, in order to impress the phonograms and easier words learned during the week. For this work I have used the following:

I hunted up a pile of old magazines and tore out the pages containing the most words which they knew. Sometimes I have them cut these out and place them on the desks. Other times I draw a blue circle around the words and have them tell me what they are. Again I give them the sentence-building phonograms (which can be bought in cards), and have them make all the words which they can.

I sometimes typewrite their sentences on a sheet of paper and paste a picture on representing the sentences and have these read.

I am expecting to receive a duplicator, and if so, I will have the children make covers for some "Readers" of their own. I will make one typewritten copy and then duplicate enough for them.

I have found with the methods above used that practically all the children have learned some words, and about half the class know more than 30 words.

THE STORY OF FRANKLIN

Miss Mineola Clough, Liliuokalani School

I—Historical Setting.

A—Periods during which Franklin lived.

1—Colonial period.

A—Reign of Queen Anne (1702-1714).

B—Reign of King George I (1714-1727).

C—Reign of King George II (1727-1760).

2—Revolutionary period, 1775-1783.

A—Reign of King George III (1760-1820).

B—Independence in Colonies—(1776-1789).

Federal Union, 1789.

B—Colonial Life (at time of beginning of Franklin's life).

1—Number of Colonies, 10.

2—Boston: Area, less than one square mile; population, less than 10,000.

A—The chief features of Boston in 1706 (when Franklin was born) were three hills, since cut down greatly; three coves, long since filled up; the patch of common, where the cows fed at large; and the famous **Neck.** Across the Neck was a barrier, the gate of which was closed at night at nine and never opened on the Sabbath. Behind the barrier was a maze of narrow streets lined with buildings. On the site of the Old South Church stood a meeting house, pulled down in 1729, and nearby were the pillory and stocks.

B—Boston during the Revolution.

(Review history of:)

1—The Boston Tea Party.

2—Battles of Lexington and Concord.

3—Washington made Commander-in-Chief. (Washington Elm, Cambridge).

C—Boston during first years of Union.

1—See description in Fisk's History of the U. S., Chap. XIII, p. 261, p. 266.

3—Philadelphia.

A—Philadelphia was the lagest town of the Colonies. The inhabitants were chiefly Quakers, thrifty, prosperous, tolerant, kindhearted.

Philadelphia was carefully planned out before William Penn, its founder, left England. The city was laid out in squares, with wide streets, which were named from trees that grew on the spot, such as Pine, Spruce, Walnut, and Chestnut. These were the first streets.

During the youth of Franklin, Philadelphia could boast of several printing presses, but south of that there were none at this time.

B—Philadelphia during the Revolution.

(Review history of:)
1—The First Continental Congress.
2—The Second Continental Congress.
3—The Declaration of Independence.
4—Federal Convention.

4—New York.

A—The story of Franklin begins when New York was still defended by high stockades. There was then not a stage coach in the whole country, but before Franklin died a stage coach went from Boston to New York. In the South, however, as late as 1789 almost all travel was on horseback or by boat on large rivers.

There were only three colleges and one newspaper in all British North America at the time our story begins, and pirates infested the Atlantic coast.

C—England at the time of Franklin.

1—War between England and France continued with intervals of peace, thru Queen Anne's and King George II's reign. In the Colonies it was a struggle over possession of territory which resulted in the French losing their possessions on the mainland of North America.

2—Review: Albany Convention; General Braddock and Fort Duquesne.

3—England during Revolution.
A—King George III.
B—Parliament.
1—Taxation.
2—William Pitt.
3—Franklin in England.
(Fisk's History of U. S., Chap. X, p. 192, p. 196).
C—(Review briefly Revolutionary war and results).
D—Hawaii during this period. (See Alexander's History of Hawaiian Islands, chief events).
1—Birth of Kamehameha I, 1736.
2—Great battle of Kawela, Molokai, 1737.
3—Battle of Keawawa, north of Lahaina, 1738.
4—Birth of Kaahumanu, 1768.
5—Discovery of Hawaiian Islands by Cook, 1778.

II—Ancestry of Franklin (Benjamin).

For generations the ancestors of Franklin had been blacksmiths in the little village of Ecton, in Northamptonshire, England.

An uncle of Benjamin Franklin, Thomas by name, was a "considerable" man in his county, and was a chief mover of all public-spirited undertakings. Benjamin Franklin in his Autobiography says that the account of this uncle's life and character had an extraordinary similarity to that of his own. (Franklin's Autobiography, p. 8; Henry Holt & Co., publishers, New York, 1916).

This uncle died four days before the birth of Franklin. Franklin's ancestors were early in the Reformation, and continued Protestants thru the reign of Queen Mary.

Franklin's father joined the Dissenters, and with them and his wife and three children migrated to New England, about 1682.

III—Benjamin Franklin.

1—Birth.
A—Time, January 6, 1706 (old style).
B—Place, Boston, Mass., on Milk street, opposite the Old South meeting house, where Franklin was baptised on day of his birth, during a snow storm.

2—Parents' names, (father a tallow chandler, mother was a second wife).

3—Boyhood.
A—One of seventeen children. The youngest son of a youngest son for five generations back.
B—Education.
Franklin was put into a Grammar School at the age of eight years and rose at once to head of his class and was promoted into the next higher class. He remained only a year. He was next placed in a school taught by Mr. Brownwell, famous in arithmetic and writing. Franklin failed in his arithmetic, but acquired some skill in writing.
His schooling ended at 10 years of age.
His father wished Franklin to be a minister, but as the boy showed no liking for it, he was taken by his father among the tradesmen to choose a trade. Meanwhile he helped his father in his work of making candles. At length Franklin chose to be a printer, and was "bound over" to his brother for nine years.
C—Characteristics of Franklin as a boy.
1—Did not like to work.
2—Liked to read and swim.
3—Liked to study out plans to aid him in skimming over the water.
4—Not very religious.
5—Wished to go to sea.

4—Beginning life as a printer.
A—Life with his brother, James.
B—Paper published (second newspaper in America). (fac simile copy in Franklin's Autobiography, p. 33).
C—Articles written by Benjamin Franklin for this paper—success of.
D—Running away to New York.
1—Why did he not remain there?
E—Journey to Philadelphia.
F—Arrival in Philadelphia.
G—Difficulties in getting a "foothold."
H—Visit to Boston, 1724.
I—Visit to London, December, 1724.
J—Beginning business in Philadelphia, 1726.

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K—Owner of a paper, 1729 (The Pennsylvania Gazette).
L—Printing of paper money.
5—Franklin in his home.
A—Marriage to Deborah Read.
1—Where did he first see her?
2—Time of marriage.
3—Wife's assistance in his work.
B—Publications.
1—Name.
2—Describe. They published the best paper in the Colonies.
Leaflets were chiefly about politics.
C—Public improvements.
1—Junto Club; purpose.
2—Founded first public library in America.
3—Formed Union Fire Company, the first of its kind.
4—Started fire insurance company.
5—Started a movement which grew into present police force.
6—Started a society for the study of science (American Philosophical Society).
7—Set on foot a high school (now University of Pennsylvania).
8—Helped start the first hospital in America.
D—Rules for self-improvement.
1—Compare Washington's rules for conduct.
E—Accomplishments.
F—Public offices held.
1—Clerk of General Assembly, 1736.
2—Postmaster Philadelphia, 1737.
3—Postmaster General of Colonies.
A—Improvements made by Franklin.
G—Study and experiments.
Why did he give up printing business?
1—Experiments with soil.
2—Experiments with ants.
3—Experiments with electricity.
6—Discoveries and inventions.
A—Northeast storms move backward.
B—Lightning and electricity identical.
1—How did he prove this?
C—Invention of lightning rod.
D—Invention of better printing press.
E—Invention of stove.
7—Honors bestowed on Franklin.
A—Degree of Master of Arts by Harvard and Yale colleges.
B—Medal voted him by Royal Society of London.
C—Invited to Court by French King to try experiments in electricity.
D—Friendship of Peter Collinson, most noted scientist of London.
8—Franklin in his country's service.
A—Delegate to Albany Convention.
1—Time (1754) and purpose.
2—Franklin's "Plan of Union."
A—Device for Pennsylvania Gazette.
B—Plan was not accepted by Colonies.
C—"Plan might have avoided the War of the Revolution."—Fiske.
3—Result of convention.
B—Made Colonel during French and Indian War.
1—Sent to build forts along frontier.
2—Leaflet written; purpose; result.
C—Franklin sent to England, 1764.
1—How long did he stay?
2—What did he accomplish?
3—Time of return to America.
D—Made a member of Second Continental Congress.
1—What did he do?
E—One of committee to draw up Declaration of Independence.
1—Other members.
2—Read the Declaration.
3—Who wrote it down?
4—Signers.
5—Speech of Franklin at this time—meaning.
6—Place of meeting.
7—Excitement of people outside.
F—Franklin sent to France.
1—Aid from France secured.
2—Welcome in France.
3—As American Minister in France.
(Our debt to France. Refer to our soldiers in France in recent World War).
A—His work there.
B—Gratitude of John Paul Jones.
C—Remark of his successor, Jefferson—meaning of.
G—One of signers of Treaty of Peace with England, 1783.
H—Member of the Constitutional Convention of the United States.
9—Last years of Franklin's life.
A—Home with his daughter's family.
B—Illness.
C—Kindness of friends.
D—Last public act.
E—Death.
F—Burial place.
G—What is said of Franklin's tact?

IV—Stories of Franklin.

1—Tell some incidents in his life which show how he did things.
2—Article written by Franklin on "Our First Flag".
3.—Franklin's cane.

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V—Sayings of "Poor Richard."

1—Popularity of.
2—Who was "Poor Richard?"
3—Printed in how many languages?
4—Memorize and think what they mean (10).

VI—Read:

"The Whistle," "An Economical Project," "The Silver Hook."

VII—Explain:

Apprentice; tallow chandler; cooper; blacksmith; **"devil;"** "somebody;" "bound over;" "rolling stones gather no moss."

Supplementary books for reading and reference (in Library of Hawaii, Children's Room):

Ford—Many-Sided Franklin.
Baldwin—Story of Franklin.
Brooks—Story of Franklin.
Gordy—Benjamin Franklin and Aid from France.
Hawthorne—Benjamin Franklin.
Ogden—Barstow's Colonies and the Revolution.
Stevenson, B. E.—Days and Deeds.
Mowry—First Steps in the History of Our Country.

Coe, F. E.—Benjamin Franklin—Guide, Philosopher, and Friend to American Republic.

FOREWORD

The object of the following exercise in English composition is to provide suitable and interesting theme subjects for classroom use and to help make the teaching of thrift implicit in the regular work of the school. The topics are selected from the common experiences of child life and will attract the attention of young writers.

The subjects and much of the explanatory material were prepared by a successful teacher of constructive English, to whom credit is due.

THRIFT ADVENTURES

By P. CASPAR HARVEY

As a Young Citizen

"The Cost of Amusements or the Cost of Efficiency." This general subject may be divided and each part assigned to a section of the class.

"Being a 'Good Sport' versus Being a Real Sportsman." Much of the general tendency to extravagance is said to arise in unwise emulation. Call for many examples. When they are brought to class compile them through a class committee of the better pupils. Then have the class divide all examples into the two classes.

"Holidays." The teacher should draw from the pupils methods of making wise use of their time on holidays.

"What to Wear on a Tramping Expedition." Vary this with all the other excursions that call for "rough" clothes. The thrift idea is incidental but becomes real when connected with composition work.

"The Art of Entertaining at Small Expense." Social entertainment need not be extravagant; it may be clever and inexpensive. Pupils may describe successful plans for such entertainment.

"Spending Money at a Fair or Bazaar." There is a good and a bad way to take in a fair or bazaar.

"Killing the Ftted Calf." There are many occasions when the fatted calf is called for. How are people to know those occasions? Call for more examples than discussions. Too much discussion will tend to preachments. Avoid that.

"The Half-truths in Thrift Maxims." Wealthy men and wise men have uttered many savings maxims. But not all of them are literally true. A collection of sayings of Franklin might start the work. Consultation of the books of quotations by the pupils will add zest to the assignment. Interviews with men of standing in the community on some of these half-truths will give it additional interest.

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Among Our Citizens

"How the Richest Man in Our Town Earned His First Dollar." The teacher should arrange an interview and take with her six or seven pupils who are to write the story for the others. This usually brings a hearty response both from the pupils and the person interviewed. This theme will make excellent material for publication in the local papers if it is a town of less than fifty thousand inhabitants. Most papers are glad to print the best theme with the name of the writer attached.

"Street Mendicants." Questioning will draw from the pupils the reasons why there are fewer beggars now than formerly.

"An Interview with a Taxi Chauffeur." What kind of people does he meet and what are his ideas of their ability to save money and how do they do it? The ideas may be very trite, but the point of view will interest the pupils.

"Saving in Other Days." Let the pupils make a list of the oldest people in the community. The themes are to be accounts related by these old inhabitants, telling how they saved, how their neighbors saved, and how the savings of those days are unlike those of today.

"Our Organized Charities." A study of organized charities and an inquiry into the causes of dependency will offer a fertile field for the teaching of thrift.

"Remarks I Have Heard Which Express Ideas of Extravagance or of Thrift." Examples: "A stitch in time saves nine." "This costs only a quarter more."

"Pawn Shops." Shall the pawn shops and kindred establishments pass away in front of the onward march of thrift or will they, like the poor, be always with us? Ask pupils to both explain and describe them. Ask the more imaginative ones to tell some pawn shop stories. In this lesson or lessons do not in any way hint that you are teaching thrift. Merely study the situation.

Wise buying makes wages count more.

BUY WAR SAVING STAMPS.

With Myself.

"The History of My Ideas of Saving." Thrift is a habit which develops gradually. A pupil's ideas of thrift naturally change from year to year.

"The First Time I Ever Admired Saving." The lesson is based on youth's tendency to hero-worship. The problem of the teacher in this theme is to get from the pupil an account of that time in his life when he was thrilled by another's saving.

"When Saving Was Wrong." This theme is designed especially to provoke thought on the part of the pupil. For example: To buy certain cheap articles is extravagance. Failure to call the doctor, or to have the roof mended should also be placed in this category. Pupils from their own experiences will recall instances of this kind.

"My First Bargain." Where? When? What? How?

"The Most Extravagant Thing I Ever Purchased." This theme may offer many variations to suit the taste of the teacher and pupils. It might be suggested as the most extravagant thing ever seen, wanted, or given. The assignment may be varied by calling for the most extravagant thing that the city council ever purchased.

"Buying Something I Did Not Want." The naive reasons given by young people will be interesting and instructive to others of the same age.

"An Apology for My One Extravagance." Many people by having one expensive hobby are enabled to save more on other things.

"My Category of Wants that I Can Do Without." This is not a theme assignment in any strict sense, but it calls for thought-building in composition and is therefore a proper English lesson. If the teacher can get the pupils to make an extended list from the individual lists and can classify the great variety of reasons for doing without, much interest can be obtained and much done for the thrift campaign.

Saving is the quickest road to opportunity.

BUY WAR SAVING STAMPS.

COURSE OF STUDY

The attention of all teachers is called to the urgent necessity for conserving the copies of the Couse of Study

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now on hand. The reason for this is given in the following letter which has been sent out to the supervising principals:

February 13, 1919.

Dear Sir:

I have just received word from Washington that the federal survey of the schools in this Territory will not take place until next September.

It has been decided not to print any further editions of the Course of Study until after the survey, in order that the changes, which are likely to result from the recommendations of the surveyors, may be included in the next edition. The Department has no more copies of the Course of Study on hand, and it will, therefore, be necessary to get along with the stock now held in the various schools until the new edition is printed some time after the completion of the survey in September. May I, therefore, ask you to request the principals and teachers in your jurisdiction to assist the department by taking particular care of the copies of the Course of Study which are now in their possession. The present stock of the books will have to serve the needs of the additional teachers as well as those who are already in the service.

I hope that the teaching force will be able to assist the Department in this matter, as we wish to avoid incurring the great expense which would be involved in printing further editions of the Course of Study, which will probably be in use for only a few months.

Yours very respectfully,

(Signed) H. W. KINNEY,
Superintendent, Public Instruction.

MEETING OF THE TERRITORIAL LEGISLATURE

The biennial session of the Territorial Legislature opens on Wednesday, February 19, 1919.

Teachers in the upper grades should take this opportunity to teach pupils the facts about Territorial government. The names of Senators and Representatives should be learned and the work of the Legislature followed in the study of Current Events.

In January, 1918, an outline was published in The Educational Review which showed the relations of the divisions of government, and the respective officers. This is an opportune time to review this outline, and to make lists of Territorial officials, senators, and representatives complete and up to date.

OFFICIAL SCHEDULE OF TERM EXAMINATIONS

Second Term 1918-1919

March 27 to April 3, 1919

March 27, 1919

Grade VIII	History	9:00—11:00
Grade VIII	Spelling	12:30— 1:00

March 28, 1919

Grade VIII	Composition and Literature	9:00—11:00

March 31, 1919

Grade VIII	Grammar	9:00—11:00

April 1, 1919

Grade VIII	Arithmetic	9:00—11:30

April 2, 1919

Grade VIII	Hygiene and Sanitation	9:00—11:00

April 3, 1919

Grade VIII	Geography	9:00—11:00

Principals and teachers are requested to read carefully pages 51-53 of the Course of Study, and especially the revisions relating thereto, published in 1916 and 1917.

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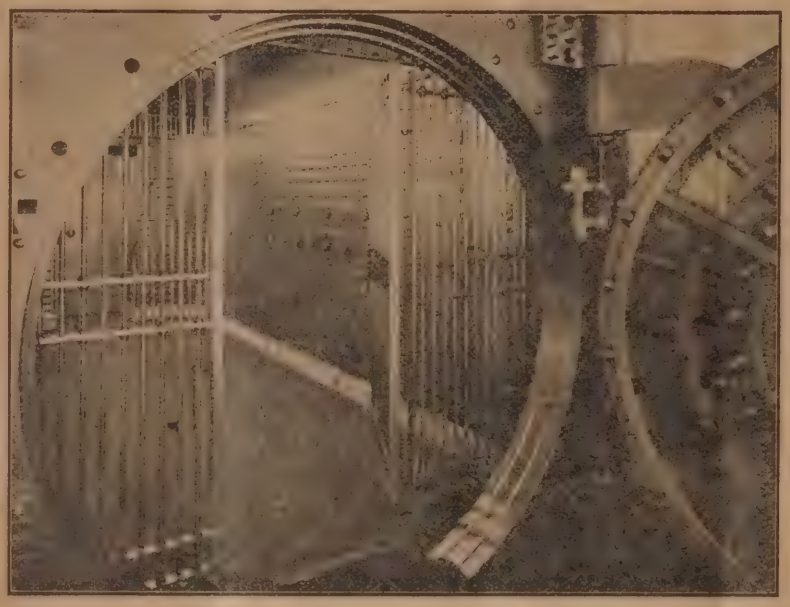
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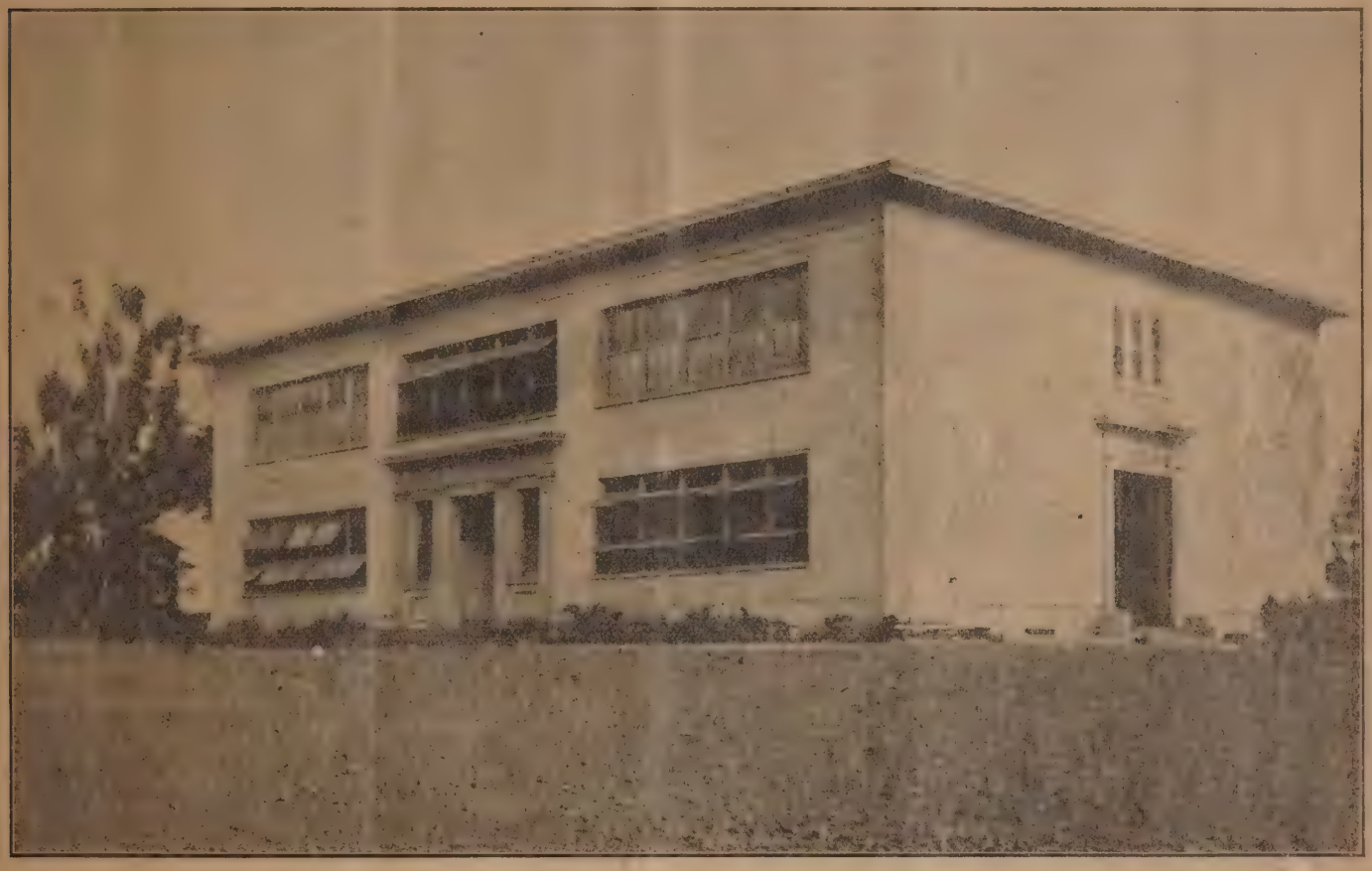
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New Building at Waipahu School, Oahu.

THE GEOGRAPHY OF THE WAR

By Nellie V. Gribble, Kamehameha III School, Lahaina, Maui.

Read at Maui Teachers' Convention, December, 1918.

The violation of Belgium neutrality was predetermined by events which took place in Western Europe several million years ago. Nature played the leading role in this great world tragedy which has just closed. Had the land of Belgium been raised a few hundred feet higher above the sea, had not the rock-layers of France been given their uniform downward slope toward the west, Germany would not have been tempted to commit the most revolting crime in the history of the world, and Belgium —neutral Belgium—would not have been crucified.

It is the geological features of Western Europe which determined the general plan of campaign against France. Military operations are controlled by a great many factors, political, economic, strategic, but many of these in turn have their ultimate bases in the physical features of the region involved. Geological history has favored Belgium and Northern France with valuable deposits of coal and iron which the ambitious Teuton coveted. The surface configuration of Western Europe is the key to events in this theater of war and we can not afford to ignore the geography of the region in which these events transpired.

Natural defenses of Paris today occupy the center of a basin which was caused by sea bottom deposits being upraised to form land, as at one time all of Northern France was under sea.

I will now briefly point out the leading geographical

features: (Fig. 1) Since the Paris Basin was formed it has suffered erosion from rains and rivers like those of the Aisne, Marne and Seine.

The fact that rock layers dip toward the center of the basin is a great military factor. Every plateau belt is bordered on one side by a steep irregular escarpment, while the other side is a gentle slope, having about the same inclination as the dip of the beds. The steep face is towards Germany, the gentle back slope towards Paris (Fig. 1). The crests of these steep scarps always overlook the broad flat lowlands to the west. Now we can easily see why these plateau belts have long been called the "Natural Defense of Paris."

Let us quickly imagine ourselves at Paris and start on a tour of inspection towards the German border. First we traverse the central plateau of the Paris Basin. Here and there we come upon the edge of a river valley. Descending the steep slopes of the valley wall, we reach the flat valley wall and make our way over the stream. Toiling on painfully up the slope we at length come out again upon the plateau surface. Going on we come to the edge of the escarpment, and looking below we see the level surface of the Compiegne Lowland. We see the famous river Marne as it cuts thru with Epernay guarding, while noted Rheims guards the Aisne. What a position is ours to check an advance upon Paris.

Again we go on to the next facing scarp to find two noted cities, Rethel and Vitry guarding the Marne and Aisne.

We push on again at the third escarpment and look down upon a lowland spread out like a map at our feet. Here we see the Foret d' Argonne which has played such an important part.

Descending this scarp we continue on past immortal Verdun to the next scarp to see the great plain of the Woevre, where the Prussians suffered a disastrous defeat. At this time the Germans secured a foothold which was called the St. Mihiel salient, and we know the history there, as the Americans figured prominently in this battle.

Now we can see why Verdun was saved, not artificial fortifications but naturalistic fortifications guarding the entrance.

Now we will notice the rivers all leading towards the Paris Basin, cutting their way thru the escarpments. At each of them a strongly fortified town has grown up, such as Roul, Verdun, La Fere, Laon, Rheims and Epernay and others that have figured so prominently in the war.

The importance of the strategic gateways will readily appear if we consider their relation to principal railway routes. No railway can traverse this country without seeking out these gateways.

Vosges Mountains and Rhine Valley.

Beyond the limit of the natural fortifications of Paris are three outlying regions, each possessing a peculiar topography which had indelibly stamped its impress on the Western campaigns, namely, the Vosges Mountains, Valley of the Rhine, the northeastern mountains of Western Germany and Southern Belgium, and northern plains of France and Belgium.

Originally the eastern rim of the basin was a gently rounded summit and rounded by two parallel fractures or rifts in the earth's crust dropped down several thousand feet, giving the broad flat-floored valley of the middle Rhine. The fertile plains of this valley constitute Alsace, which has figured for years between France and Germany. The two remaining lines of the former arch are known as the Vosges Mountains in the west and the Black Forest in the east. Here movements of the troops were too difficult for them to consider for either Germany or the Allies. However, south of these mountains there is a pass called the Belfort pass, which the French held thruout the war.

Going to the northern part, we find two noted rivers, Moselle and Meuse, the Moselle being guarded by the fortified city of Coblenz. The Meuse, a second great natural highway, was heavily guarded by Liege and Namur.

The famous gorge of the Rhine, with its precipitous walls, from which ruined castles look down upon the stream, is better known to us than the Moselle and Meuse. From the earliest times it has been one of the chief routes of transportation and communication in western Europe. Today five important transport lines thread the narrow defile which played such an important part in bringing up supplies and recruits. Northern France consists of low hills, and emerging into Belgium, the country with a level valley and dikes to keep out the sea. The strategic value of the plain, because of lack of mountains, parallel roads, railways, and its productiveness, with its coal and iron deposits, was another reason why Germany violated the neutrality.

We have completed our survey of the surface features of the western theater of war and have found out that the Vosges Mountains, mountains of Western Germany and the Ardennes in Belgium, within which are the plateaus with the east-facing scarps, defend the most direct approach to Paris. Only thru Belgium into Northern France is there a level pathway, free from obstacles, of great breadth, and most of the way provided with every facility for rapid movement and prolonged sustenance of large armies.

The Plan of Campaign.

Germany, after having carefully planned this war, decided that there were four plans of invasion (Fig.)

1. By concentrating her armies in the Valley of the Rhine, with bases at Strassburg or Mulhaussen. This would be a hard campaign ahead because of the difficulties in the Vosges Mountains, the steep escarpments ahead giving the French the advantage. Germany found this out during the immortal battle of Verdun.

2. The second route of invasion is from the northeast, following the course of the Moselle trench to

Luxemburg and thence into France by the way of Longivey or Metz. This would involve the neutral country of Luxemburg, but the leading factor to Germany was the natural barriers again. Large armies must, however, push through the Lorraine gateway, capture the important iron deposits within easy reach of Aix-la-Chapelle, and so to the trench of the Meuse through the mountains is open to the same objections. Only again the natural barriers would hinder a speedy advance; however slow the advance might be it would prove costly.

4. The fourth way only remained by way of the Belgium plain, the pathway here in Belgium being broad and level. No obstacles could bar the way for a quick descent to Paris. There still existed some serious objections—distance involved, neutrality of Belgium, and this would also involve England on account of a previous treaty.

Surely the choice of an invasion through Belgium must have been dictated by a compelling reason. That reason is to be found in the topographic features of Western Europe, which rendered a swift advance upon Paris impossible from the east but simple through the Belgian plain. "Belgium neutrality had to be violated by Germany on strategic grounds," cabled the Kaiser to President Wilson. Military necessity, the one true God of the Prussian autocracy, demanded the speedy death of France, and to gain the one secure route to the heart of the victim German honor and Belgian peace were sacrificed on the altar of Prussian militarism. So accordingly, Belgium was invaded. On August 4, 1914, at the mouth of the Liege gateway small bodies of German troops appeared. A few days later the city was entered. Then Namur, the important fortified city, fell back to a concave line running from Paris to Verdun in preparation for the offensive which was to bear the name of the Battle of the Marne. The German troops had taken practically everything before them and were now ready to annihilate the French Army as well as take Paris. But they were checked at the Marne and French warfare then came into play.

In the east, the battle of Nancy, which the Germans lost.

Verdun, where the Germans lost one-half million men before the Kaiser could be shown that natural barriers were impregnable.

As I am dealing with the Geography of the War, I must turn back to that phase and proceed on to the eastern theater of war.

The Eastern Theater of War (Fig. 2).

The vast expanse of territory over which the Russians have battled against the Germans with difficulty can be presented to the eye in a single diagrammatic view. Nevertheless it will give us a better idea of the campaigns if we attempt some sort of geographic representation of the territory. It will readily appear that the topography covered by the military operations may be divided into four sections (Fig. 2): (1) The mountainous belt of the Carpathians on the south, (2) a broad belt of plateau next north which terminates in an irregular but prominent northward facing escarpment, (3) a vast stretch of level plain extending from Germany through Poland to Central Russia, and (4) the hill and lake country of Prussia bordering the Baltic Sea. These we may consider the four terrain elements in order named.

Across the southern border of the area the Carpathian Mountains curve eastward and southeastward in a great arc. In the middle portion of their course they consist of a belt of much dissected folded mountains sixty miles wide. No rivers cut across these mountains, but there are half a dozen fairly accessible passes from twelve hundred to two thousand feet high.

The Podolian Plateau is made of rocks which are strongly folded in the Carpathians and suddenly flatten out towards the northeast and north to form the more level country of Galicia and Poland.

North of the Podolian Plateau and its westward continuation in South Poland stretches the monotonous level plain of Central and Northern Poland. Here the only topographic features are the river valleys. The principal river we shall note is the Vistula (Fig. 2), a majestic river of great volume, unfordable and seldom crossed by bridges, and forms one of the most serious military obstacles in Europe to an enemy which would cross it, but on the other hand a magnificent waterway, navigable for large vessels. Warsaw, the city which played such an important role in the theater of war, is located on a terrace one hundred and twenty feet above the level of the stream, and therefore safe from damage by the floods. On account of the great ice sheet which once covered this section, we will find that lakes, swamps and marshes command.

The great ice sheet halted long enough in what is now East Prussia to have accumulated along its fluctuating margin a ridge of glacial debris. It is noted for its network of marshes and lakes. The whole country is an endless maze of irregular hills covered with wild, uncultivated areas of barren land.

Plan of Russian Campaign.

Briefly we will consider the Russian campaign, bearing in mind the above described types of topography. At first sight one would be tempted to measure Berlin from the Polish border and consider this as the distance which the Russian armies must move in order to threaten the German capital (Fig. 2). This would be impossible for a large Russian army to concentrate in Western Poland and move on to Berlin so long as an unbeaten German army occupied the moranic country of East Prussia and a similar army occupying Galicia. Therefore, to be more accurate we should draw a line from East Prussia to the eastern border of Galicia (Fig. 2) and consider this the line from which the Russian advance on Germany must be measured. Into the country of East Prussia the Russians launched a vigorous offensive on the first month of the war.

Eighty thousand Russians were taken prisoners. Russia pushed back. Later on the Russians again taking a firm stand, retook the offensive and though Prussia was freed from the invader, Warsaw was safe for the time.

Galician Campaign.

The Austrians took the initiative here and launched an offensive northward into Poland. The advance was short lived, for Russia took the offensive. On account of the rivers, lakes, etc., the Germans would have the offensive, then the Russians, Warsaw being the German objective.

The important strategic role played by the rivers and marshes of the Polish plain will be traced further later. Enough has been related to show that the two elements of Polish topography were much utilized by both combatants.

We must not lose sight of one further prize of a political nature for which the Teutons were contending, for political events may profoundly influence or even determine military campaigns. Back of the Russian line lay the Baltic Sea, politically if not geographically. An Austro-German victory would impress the wavering Balkans and might bring one or more of them to fight on their side.

Why was it that in 1915 the great Russian army which held such an advantage began to wane? The Baltic had been closed by the Germans, the North Sea frozen over, the Black Sea controlled by Turkey, and nothing now remained but the Trans-Siberian railway. Here was the ammunition holding a thousand-mile front. At the same time German agents in the capital were interfering with the shipments of munitions to the front. To what extent did the Teutonic offensive achieve its purpose? Warsaw was captured, Poland conquered, Bulgaria was influenced to join the Teutons and thus the conquest of Servia made possible. However, the Russians held out, causing the Germans heavy losses, and in April the great Russian retreat began, which lasted till 1917.

We will follow the Russians from the Vistula to the east. In vain did the Germans try to capture salient after salient, but only to find that they were empty. On account of the physical barriers that would be presented the Germans could not move south and the Austrians could not move north quick enough to capture them before they could withdraw, taking their munitions and destroying all the forces. In 1917 the troops of Russia were demoralized and Russia withdrew from the war and today is in a state of darkness.

The Balkan Theater of War.

We will now turn our attention to the Balkan States, first noting the two strategic river trenches. One of them runs southeastward from Belgrade (Fig. 4) on the Danube to Constantinople on the Bosphorous, and takes in the valleys of the Moravia and Vardar. From Belgrade as far as Nish the Moravia valley is common to both routes. The Teutonic powers for military reasons sought control of the Moravia-Maritza depression. We can understand the importance of this river better if we recall the important role it has played in history. Long before the time of the Romans the Moravia-Maritza was a highway for people migrating east or west through the Balkan Peninsula. This is the vital link in the great Berlin-Bagdad railway route, the channel through which Germany hoped to realize her great Mittel Europa dream, which included practically all lands east of Germany, the Balkan States on to Asia Minor to the east. Germany realizing that one-third of this route lay in Bulgaria, sought to win Bulgaria to her cause, thus using Bulgaria as a tool to wrest another third from Servia, as the remaining third was already in possession of Germany, because Turkey was their ally. Germany here used a little diplomacy and Bulgaria lent willing ears to plans which promised to redress past wrongs in connection with Turkey. In other words it was a bargain in valleys.

We must now look at the natural defense of the Moravia-Cardar Trench (Fig. 3.) It was necessary for a military reason that it be captured as it would cut off all communications leading to the Serbian armies and besides the Moravia Maritza Trench (Fig. 3) would never be secure if they did not also hold the Vardar depression.

Again the mountains play a leading role. The Moravia Vardar being protected on the east by mountains and also on the west.

To the west of Servia we have the wild mountain region of Albania and Montenegro, both friends of the Allies. It is these mountains that have cut Serbia off from the sea long ago. No railroad has even been able to effect a crossing.

Campaign of Balkan Peninsula.

After three unsuccessful attempts at Servia the Huns were beaten back with great losses, however, the fourth time the Huns succeeded in capturing Belgrade and coming on slowly down the Moravia Vardar Trench. Because of the failure of the Greek armies to rally to their cause, the Balkans pushed through the passes on the west. For some years the war went on with the Allies losing. The British and French troops were rallying to Serbia and took their final stand at Saloniki, the natural fortified city and only later on in the year of 1918, after many successful victories, Bulgaria surrendered unconditionally to the Allies.

The Roumanian Theater of War.

The topography of Roumania was much in her favor, but because of political reasons the High Command directed the blow first against Transylvania, the coveted territory, instead of at the Moravia Maritza Trench, which she could not well afford to do because of her limited troops. When the fighting came down

to fine points the Pro-German spies in the Russian government saw to the fact that their munitions failed to get to the Roumanian, hence any general can easily win a victory against a helpless foe. Thus Roumania, as a result, did not play the part in the war that she might have done had no political reasons entered at the beginning of the war.

The Italian Theater of War.

In May 1916 Italy declared war on Austria-Hungary after failing to agree to the northern boundary. Austria-Hungary in order to keep peace and at the same time to keep Italy from joining the Allies, offered to Italy a new northern boundary.

First, we must look at the boundary as it now is and then we can readily understand why great advances were not made by either side.

The Alps consist of a complex system of rocks intensely folded and broken. Because the rock masses were raised from ten to fifteen thousand feet above the sea in their higher parts, streams cut remarkably deep canyons and left a country most difficult to traverse. The difficulties were increased by the ice stream of the Glacial period which cut the streams deeper, steepening the valley walls into rocky precipices, sharpening the valley ridges, into jagged needles and horns. The result was the topography was one of indescribable ruggedness in which precipitous cliffs, inaccessible peaks, divides, and hanging valleys present to the engineer almost unsurmountable difficulties. Military movements through such a country must of necessity be slow. The lines of advance are few and narrow and easily blocked by the destruction of bridges and tunnels. Important passes must be wrested from the control of the enemy under conditions which make defense easy and offense hazardous.

We have Piedmont Plateau stretching southward from the southern foothills of the Alps to the Po River (Fig. 4) cut by many numerous rivers causing many island sandbars. Near the sea the plain is low and marshy. This marsh belt varies in width from ten to thirty miles or more and interposes another serious obstacle to the movements of troops, but between the marshes and the mountains only the transverse rivers oppose the ready advance of armies over the level surface of the plain. Almost all the Austro-Italian frontier lies in the difficult country of the Alps. Only at the extreme east does the international boundary descend to the plain and run across its nearly level surface for twenty or thirty miles to the head of the Adriatic Sea. No appreciable advance into Austria is possible except over difficult mountainous country.

The portion of the international boundary lying in the Alps is located in a position which from the view point of military strategy is highly unfavorable to Italy. Austria possessing the rough country as a bulwark against Italian aggression, could herself sweep down upon the Italian plain with but little difficulty.

The Isonzo River (Fig. 4) is a natural line of defense for the Austrians. The Tagleamento road would prove an obstacle in the way of an invading Austrian army.

The Trentino front presented another field of operation through the Etsch Valley.

The Plan of Italian Campaign.

With the general survey of the Italian frontier and its problems we may turn our attention to the campaigns for Italia Irredenta and examine them to find what features of topography have most profoundly affected the fighting in this theater of the war. It will readily appear that there are two principal fields of operations , namely the Trentino and Isonzo Front (Fig. 4). We will briefly consider these in the order named.

There were several reasons why the Trentino should be the object of one of the two campaigns. The Trentino, a "lost" province, was largely inhabited by Italians and its occupation was calculated to inspire enthusiasm in the army of its liberation. The Trentino was a salient of the hostile army of Huns and must be captured by the Italians. As we note in Fig. 4 the valley of the Etsch bisects the Trentino from north to south and is one of the most important of all the glacial troughs. Its flat floor, which is from one to two miles, is occupied by two excellent roads and one railroad which afford the chief lines of communication between Italy and Germany and the railroad was the only one by which the Austrians could send supplies to the Trentino. The fortified towns of Trent and Rovereto lie in this same trough. It was the richest valley, chief commercial route and contained towns whose capture would be of great military importance.

Cadorna, the great Italian general, saw that all gateways must be held in absolute security or the Isonzo front would not be secure. This mountainous warfare in the Alps was carried on against many odds. Nowhere in all the Allied armies was war waged against such serious obstacles as in this Trentino front. After victory and then defeat at last Cadorna was free to turn his attention to the Isonzo front.

If we were able to stand on the Italian border southeast of Udine, we would see before us the Piedmont sloping gently towards the sea. Down this slope from north to south the Izonzo River takes its course, choked by marshes and sandbars. Dikes hold the waters in check lest they flow too far overland. Beyond the river rises a steep wall which emerges into the mass of Alpine peaks, farther north. Such are the natural fortifications blocking their way to Trieste.

Gorizia (Fig 4) was the Italian objective. This was indeed difficult for Gorizia was naturally fortified. Week after week, month after month until two years had passed, Cadorna with his men had crossed the Isonzo and with heroic sacrifices which will never be fully known, captured many strongholds, but was still far from Trieste.

Looking back over the four great theaters of war—France, Russia, Italy and the Balkan States—we can easily see why the topography of Europe played such an important part in all the campaigns of the war.

Possible Changes After the War.

It has been said that after the war is over we will have to learn the map of Europe over. Since the armistice was signed the possible changes in the map of Europe are now apparent. Although the Treaty of Peace has not been signed which will definitely determine the changes we are prepared to state the possible changes.

First. Helgoland to be taken from Germany and its menace removed.

Second. Schleswig-Holstein with the Kiel Canal, through which his submarines could control the seas, may be given back to Denmark.

Third. Alsace-Lorraine to be given back to France.

Fourth. Czecho-Slovaks, cut off from the northern end of Austria, to be given independence.

Fifth. Poland, with sections of Prussian Poland, to be given its independence.

Sixth. Transylvania, southern strip of Hungary, to be annexed to Rumania.

Seventh. Italy will be restored the Trieste district along the Adriatic, with the Trentino, just east of Switzerland.

Eighth. The Jugo Slavs to be cut off the southern end of Austria-Hungary, forming one great Slav State.

Ninth. Serbia to get a seaport on the Adriatic Sea.

Thrift Adventures

Recommended for Use in Upper Elementary and High School Classes in English Composition.—(Savings Division, War Loan Organization, Treasury Department).

In Our Town.

"Historical Relics of Our Town Purchased by Savings." In every town there are people who have interesting souvenirs of other days and of historical events. Many times these treasured souvenirs were purchased with savings. Pupils will be interested in bringing to light the many forgotten relics of the town.

"Do Modern Conveniences in a Community Really Save?" The social value of such a lesson is well worth while.

"The Milliner's Clerk Speaks." Does she say that customers are guided mainly by reason or desire in making purchases?

"How to Follow the Styles and Save Money." Find a broad-minded merchant who will talk on this theme. The progressive business man is interested in educating the public in wise buying.

"Can Laws Against Tipping Be Enforced?" This may be from typical interviews with business men or merely the views of the pupils.

In My Home.

"What I Find of Use in Our Attic." Vary this with "our barn" and other places.

"How to Clean a Furnace and Save Coal." Boys will be able to give interesting views of this subject.

"Do Modern Conveniences in the Home Really Save?" This should evoke lively differences of opinion.

"Seeming Extravagance as Permanent Thrift." To show the pupils that it is wise to spend more money for good material when a thing is bought to last, than to get something which costs less now, and will have to be replaced later, making the ultimate cost more than the more expensive original.

"Physical Thrift." The importance of taking care of one's health so that as a child grows to maturity it will have a strong body and a good mind.

Sharing in government is good citizenship.

BUY WAR SAVING STAMPS.

In Business.

"The Installment Plan of Purchase." The economy or extravagance incident to the installment method of purchase will suggest good themes and classroom discussion.

"The Economic Dependence of the Charge Customer." This is to suggest the old discussion which is ever new—the charge versus the cash plan.

"The Tricks of 'Easy Terms,' 'On Trial,' 'Just as Good,' and 'Anything Else?'" Each pupil may write on all four topics as one general head, or they may be divided among several pupils.

"The Fixed Price Store versus the Cut Price Store."

"Collecting Debts by Statement, by Letter, in Person, or by Law." Who pays for it? Who really are benefited?

"Trading with a Clerk and Trading with a Salesman." There is likely to be a difference in real saving when trading with the salesman.

"The Store or the Advertisement that Promises Too Much." Are they common or unusual in your town?

"Saving Money by a Daily Reading of the Advertisements." The teacher will note that in this lesson the whole thing rests on the daily reading of the advertisements.

"Buying Advertised Goods." This may open up the whole question of the so-called saving in buying nationally advertised goods. With this lesson may be given many lessons analyzing the advertisements of nationally known goods for ideas of saving and thrift.

"How to Use Want Ads." Take the pupils to the office of the want ad section of the advertising department of the leading want ad paper in the town to ask for a students' interview.

Earn, but spend a little less.

BUY WAR SAVINGS STAMPS.

In Money Affairs.

"How a Building and Loan Association Operates." A member of the local association may be asked for an interview.

"The Bank President Talks in His Sleep." This may have reference to what he says about his fellow citizens and what he might say to them.

"A Man Without a Country and a Man Without a Savings Account." Ask pupils to show how these two types are similar.

"The History of a Savings Stamp." This might begin with the collection of rags from which the paper for the stamp is made and include the actual receipt of the full amount of money from the stamp in 1924.

"The Money God." A theme which should bring out the difference between saving for thrift, and selfish saving for money's sake. This theme should be emphasized throughout the entire course of thrift teaching.

In School.

Edit a W. S. S. School Paper. If the teacher has had any journalistic experience she may divide her class into sections and put out a small paper devoted entirely to a local school W. S. S. organization. Follow the national campaigns closely, but substitute for all national and state characters local persons. Get real interviews from them. Observe as many journalistic details as possible to add zest to the project.

Puzzle Lesson No. 1. Give the pupils a week to work out each of these three puzzle lessons. Present the lessons in this manner: Write the suggestions on the black board in various parts of the room so as not in any way to over-emphasize any part. Tell pupils you expect them to make up a story, or whatever you care to ask for, from the given parts. Tell them that they may put into the story any other things they wish, but that the things given are the most important and that they are to be put together logically and as naturally as possible. The first suggested list of ideas to combine is: The Hero, the beloved Victim, the Kinsman, the Necessity for the Sacrifice, the W. S. S., and the Thing sacrificed.

Puzzle Lesson No. 2. Combine into a unified story or narrative these parts: An Ambitious Person, a Thing coveted, an Adversary, some W. S. S., and a chance Phrase at a Dinner Party.

Puzzle Lesson No. 3. Combine into a unified story or narrative these parts: An escaped Convict, a Prisoner during the War, a House on the Edge of the Woods, some W. S. S., a long narrow Stairway, and a beautiful white-haired Woman.

These three lessons may be varied in many ways to suit the taste of the teacher.

Think before you spend.

BUY WAR SAVINGS STAMPS.

Primary Equipment

By Mrs. E. A. Brown, Puunene.

(One of the interesting and instructive papers read at the annual meeting of the Maui Teachers' Association, at Lahaina, on December 6.)

The subject, Primary Equipment, is a broad one and there will be time to touch on only a few phases of it. I propose to speak briefly of the following: Picture books, pictures and printed charts, educational magazines, pedagogical books, miscellaneous material and teachers' notebooks.

The primary teacher needs a great deal of equipment. Some of it can be purchased but much of it must be made or collected by the teacher.

Pictures and charts are silent teachers. They are attractive and they save time for the teacher and pupil. The time spent in putting drill work on the board many times during the year might better be spent in teaching. They are always ready and may be used to fill in spare moments. They save board space.

"Pictures gain the child's interest and catch his attention fast enough to hold it—a feat by no means easy with the average small child." They are of inestimable value in helping pupils to learn words and grasp ideas and they have an important place in the teaching of foreigners. I am having distributed some picture books that the children enjoy. The pictures in most of the books would not be classed with the best in art. Many are taken from advertisements. But they represent animals, the family, and scenes of child life, in all of which the average child of the primary grades is interested. The books on the "Family," "Domestic Animals," and "Domestic Fowls and Household Pets" are used in geography classes.

Dictation is a most effective way of teaching language to children of foreign ancestry. Many pictures in these books will suggest material for dictation in the language period. A few sentences about important wild animals and well known birds are profitable exercises of this sort.

Names of holidays are easily taught with pictures to illustrate each day. Pictures of other lands which show marked differences in seasons help the pupil in Hawaii to grasp the idea of the seasons.

Mother Goose pictures and others by Jessie Wilcox Smith may be purchased for twenty-five cents each and will serve admirably for schoolroom decoration.

Stout wrapping paper was used in making my books. My object in putting the pictures in books was to get them into some readily accessible form which would tend to keep them in good condition. They are hung from a wire by means of small hooks. It is my plan to put up at least one new picture each day. The teacher may call the attention of the class to some of the pictures, but on others no comment should be made unless the pupils call for it.

(Continued on page 14.)

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EXAMINATION IN EIGHTH GRADE HISTORY.

It is found that about 300 copies of a book entitled "An Introduction to American History, European Beginnings" were distributed to the schools at the beginning of the school year. This edition is different from the text in general use. A number of chapters are omitted from this edition, and there are only 298 pages, whereas the edition generally used contains 391 pages.

The sending out of this edition was not discovered until recently and it seems quite impossible to replace these books inasmuch as they have been in use for most of the year. The examination questions, however, will be made out so that pupils will be examined only on the subject matter they have studied.

For the third term, pupils will finish the text and spend remaining time in review. Where classes have both editions, the missing chapters should be outlined for the pupils who have the Introduction to American History.

WHY SHOULD THE KINDERGARTEN BE IN A PUBLIC SCHOOL?

By H. O. Orcutt.

1. **The Kindergarten forms a natural bond between the home and the school.**

It bases its first work upon the home and the child's capital of experience, and gradually extends the home interest to cover the larger social group and more extended activities of the Kindergarten, and then on to the special interests of the school.

If you are interested in the detail of knowing how this is done, examine the written plan of work in any good Kindergarten.

2. **The Kindergarten considers the whole nature of the child—physical, mental, moral—and gives every aspect of that nature a chance for exercise, training, growth.**

Col. Parker, one of the greatest reformers of modern American eeducation, used to urge his teachers to remember that "the **whole** boy goes to school." It is not merely a segment of the boy's brain that goes. And the whole boy needs opportunities for exercise, training, growth.

Is not a child who has had the special opportunities that the Kindergarten gives for the all-sided development of his nature, a better product for the school?

This is simply practical good sense. We ask you, is there any department or aspect of life where expert attention and special training do not count in the terms of success? The result of expert attention to the growth and education of a little child is no exception to the rule.

3. **Kindergarten education is motor, and its aim is to develop human power.**

Some of its maxims and watchwords are:

"Self activity."

"Learning to do through doing."

"Education by development."

"All real growth is from within, out."

These terms used unintelligently often stand for nothing, but cant and formalism; but, rightly understood and followed by the well-trained Kindergartner, they mean that the child gets special training for his lower nerve centers. He gains control of his physical organism. He gains:

1. The ability to obey promptly and to carry out instructions.
2. The ability to concentrate attention.
3. The ability to carry his own ideas into effective action.

4. **The Kindergarten furnishes a mental background for the formal study of reading, writing, arithmetic, and geography.**

1. READING:

The Kindergarten child enters the school familiar with a selected group of the best stories and poems. and is therefore at home with the **subject matter** of reading, and his mind the more readily masters the **symbols** of reading.

2. WRITING:

In teaching a child to write, the following processes are involved:

1. Holding and directing the pencil.
2. Observing the copy.
3. Reproducing the copy.
4. Connecting the symbol with the idea.

The Kindergarten child has had much practice in the use of chalk, crayon and paint brush. This means training of the muscles of the hand. He also has had training in drawing from natural objects, which means the ability to put down with his hand what his eyes see. For a child so trained to learn to write, but one more feature is involved, the reproduction of an **unfamiliar** symbol. I have gone thus into detail to show that the process of learning to write, which is commonly a nervous strain, not alone to the child but to his teacher, may be made, by previous Kindergarten training, an easy and interesting step in the child's development.

3. ARITHMETIC:

The educational material used in the Kindergarten, known technically as the "Kindergarten Gifts," was developed according to a mathematical plan. Through the use of this material the child learns to count, to deal with simple combinations of numbers, and becomes familiar with such mathematical forms as sphere, cube, triangle, etc.

In the best Kindergartens such training is incidental to the use of the gifts as play material in building and in design.

4. GEOGRAPHY:

Through its out-door excursions, its garden work, and its plays in imitation of natural phenomena and of occupations of men, the kindergarten lays a good foundation for Geography. Through the use of the sand table in laying out streets and parks and illustrating the scenes of stories, the child makes a good beginning in geographic construction and map making.

5. The Kindergarten promotes the happiness of children. They delight in its activities, all of which are based upon their natural instincts, such as:

1. The instinct to construct — Building gifts, hand work, etc.

2. The instinct to seek playmates and to organize games.

3. The instinct to investigate (materials given for this purpose).

4. The instinct to play in the sand.

5. The instinct of self-expression, which is the art instinct: painting, drawing, modeling.

6. The instinct to sing.

7. The instinct to listen to stories and to narrate them.

This association of happiness with organized activities in a **class** under the direction of a **teacher** sends the child to school eager, expectant, anxious to co-operate and eminently teachable.

6. The Kindergarten promotes the physical well being of the child.

We have already said that the Kindergarten trains the physical, mental and moral nature of the child, but a special word seems needed concerning the importance placed by the Kindergarten on physical health.

The human child is born to fulfill a high destiny, and that destiny, the fine purposes of the mind, will and spirit, demands an admirable tool. The child's body is the tool with which he must work through life. Any education that does not promote the efficiency of that tool is baneful.

How does the Kindergarten promote physical efficiency?

By offering the best of opportunities for the natural, normal activity and growth of the child under hygienic and health-giving conditions. Idleness, aimlessness, dissipation of energy are nerve-wasting and devitalizing. Little children are exceedingly active by nature. Give them a fitting environment and right channels for the expression of that activity.

German Psychology of War

Rev. J. Charles Villiers, Maui Teachers' Convention, 1918.

The war just closed was brought about by Prussianism, and was fought, from start to finish, by the Germans, in accordance with Prussian war psychology.

The German Empire had its genesis in the beginning of the eighteenth century, when Prussia rose from an insignificant principality to one of the five great nations of Europe. The first king of Prussia, Frederick I, was a Hohenzollern, and every king of Prussia since has been of the same family. And although every Hohenzollern who has sat on the Prussian throne in the past two centuries has differed in some respect from all other Hohenzollern kings, they have all had so many points in common as to be "birds of the same feathers." Pomp, and love of power, has characterized them all.

I doubt if any of them was entirely free from those base instincts which have been so strongly and strangely shown by the now deposed Emperor William II. Some doubtless, were better men than he. None was worse, and none, not excepting Frederick the Great, was quite as bad. The kings of Prussia most like him, were Frederick William I. and Frederick the Great.

Of Frederick William I. it has been said, that so strange were his eccentricities that it were only charity to him to believe that a vein of insanity ran through his composition. And surely, it were only charity to believe that in Frederick the Great there was a vein of madness. We exercise charity, too, when we believe the present ex-emperor to be insane. But the insanity of each man was of such a nature that he, personally, was responsible for it. In each instance it was born and bred of an accursed, selfish love of pomp and power.

Frederick the Great ruled Prussia for nearly half a century. His will was the will to war. He became a military despot. He lived and labored for military power. He saturated Prussia in militarism, and made it the "pirate" nation of Europe. Personally, he was an agnostic. But his agnosticism did not prevent him from appealing to God in public address, nor from speaking to his army as if he were a deeply and devoutly religious man.

In public he spoke as if he were a most unselfish man, whose one aim was the welfare of the common people. In private conversation, he said he had no confidence in, nor respect for, human nature. Christianity he believed to be nothing more than a human invention, its teachings nothing more than cunningly devised fables. The spirit by which he was animated was that of barbarism. His instincts were those of the brute. In his heart he cared nothing for his people, but regarded them as merely pawns upon the chessboard, to be moved about or discarded at his will or whim. "The world," he said, "is governed **only** by skill and trickery," and there is not lacking evidence in his reign that he so believed.

I have referred to Frederick the Great at considerable length because William II. often confessed him to be the model of his own imperial life, his ideal of what a ruler ought to be. With that confession before our minds, we get an insight into German psychology of war. It is the psychology of cruelty and despotism.

The essence of this psychology is admirably collected in a hand-book which was published by the Committee

(Continued on Page 13.)

LITERATURE OUTLINE

By Miss Mineola Clough, Liliuokalani School.

NOTE—It is suggested that each pupil arrange an outline, similar to the one below, finding facts for themselves where possible, and filling in spaces somewhat as below.

Outlines should be enlarged upon, or cut down as ability of class demands.

Correlate with Geography. Locate places mentioned, etc.

AMERICAN NAVAL HEROES.

John Paul Jones.	**Oliver Hazard Perry.**	**David Glasgow Farragut.**	**George Dewey.**
Born 1747, Shore of Solway Firth, Scotland.	Born 1785; Aug. 21; Newport, Rhode Island.	Born 1801; July 5; Knoxville, Tennessee.	Born 1837; Dec. 26; Montpelier, Vermont.

PARENTAGE AND EARLY LIFE.

Father — A Scotch gardener.	Father — Christopher Perry, Captain of vessel; Officer in U. S. Navy, 1798-1801.	Father—A Spanish gentleman, who came to America from Minorca to fight for us in Revolutionary War.	Father—Julius Y. Dewey, practising physician at Montpelier.
As a boy he watched ships on the inlet—knew the inlet well.	Midshipman on his father's ship, at 12 years, 1797.	Mother—A heroine of early West.	Mother — Mary Perrin Dewey.
School days ended at 12 years.	Spent three years fighting pirates of the Barbary States, Africa, before War of 1812.	Early training—Severe.	He was a fun-loving boy, proud, and truthful.
Continued to study and read.		Trip in a yawl on Lake Pontchartrain (father removed to New Orleans) 1807.	He was fond of noise and loved Fourth of July with its firecrackers and cannon as much as Longfellow disliked it.
Apprenticed to a rich ship owner, Younger, at 12 years.		Mother died—1809.	A bright boy, but not a scholar. Neither at head nor foot of his class.
Made his first trip to the New World at 13 years.		David adopted by Capt. David Porter.	At 17 years he entered the Naval Academy at Annapolis.
Made first mate and given a sixth interest in a brig at 18 years.		Made midshipman before age of 10 years.	1858—Midshipman on the *Wabash*.
Captain of a new ship, at 21 years.		Three years active service as midshipman on *Essex*. War 1812.	Cruised for two years in European waters.
Became a Virginia planter on death of brother.		Journal kept.	Assigned to duty on the *Mississippi*, one of Farragut's fleet, and took part in great fight on the lower Mississippi river.
Characteristics shown—refined tastes and charming manner.		Duties performed—(1) Captain's aide; (2) quarter gunner; (3) powder boy, etc.	Young Lieutenant showed bravery.
Friends made in Virginia —Name: Washington, Jefferson, Lees, Patrick Henry.		Reason for not promoting Farragut, his youth.	Made Captain in 1884.
		Began studies for work of naval commander at 17 years.	1896—Commodore.

SERVICES FOR OUR COUNTRY.

I—In American Waters.	Made Captain of gunboat flotilla at Newport, R. I., at opening of second war with England.	Given rank of Commander 1841.	February, 1898, the destruction of the *Maine* in harbor of Havana, Cuba, and war declared against Spain on April 25.
1. Offered services to Congress after the Battle of Lexington.	1813, Feb. 13, he was ordered to Presque Isle, Lake Erie. His work was	Made Captain 1855.	Dewey ordered "to capture
2. Appointed First Lieutenant on the *Alfred*.		Awaiting orders at Norfolk, 1861, at outbreak of Civil War.	
3. Hoisted first American		Report of D. D. Porter on	

SERVICES FOR OUR COUNTRY.—Continued.

John Paul Jones.

flag on American vessel, Dec. 3, 1775.

Note.—"This Flag was known as the Grand Union Flag of the Colonies (under Great Britain then) and also as the First Navy Ensign. [It remained the Colonial standard until superseded by the stars (13 in a circle) and stripes, in 1777.] This flag consisted of 13 stripes alternately red and white, for 13 Colonies, and a union of the crosses of St. George and St. Andrew, signifying the mother country."

[See National Geographic Magazine, p. 288, and illustration 364, p. 338, Vol. XXXII, No. 4, October, 1917. Flag number.]

"The flag mentioned in *The Little Classic Series, American Naval Heroes,* on page 5, called the *Rattlesnake Flag,* was the flag of the Commodore commanding the fleet, and was also used on the *Alfred* as the Commodore's flag. It was sometimes called the Gadsden flag, as Col. Gadsden was one of a delegation who presented this flag to Congress.

"Flagships display three flags, the ensign, flown at the stern; the Commodore's or commanding officer's flag, at the mainmast; and the jack, which flies from the jackstaff at the bow."—(Nat. Geog.)

1776—May 10, Jones was made Captain of a 12-gun brig, the *Providence.*

Duties—to carry troops and convoy merchantmen along coast.

Oliver Hazard Perry.

to wrest the control of Lake Erie from British.

Pushed work of building fleet.

Difficulty in getting large boats over the bar of harbor.

Opportunity given by British Captain Barclay leaving station to attend a banquet.

Perry's fleet, 9 boats; Barclay's, 6 boats. British advantage in long guns.

1813, Sept. 10, the Battle of Lake Erie.

Perry's banner with *Lawrence motto*: "Don't Give Up the Ship." [See p. 338, Illus. 366, Vol. XXXII, No. 4, October, 1917.]

Perry's bravery shown in this battle. Result of battle.

Perry's famous message to Gen. Harrison: "We have met the enemy and they are ours."

Harrison and Perry invade Canada.

Perry honored.

Given rank of Commodore.

Sent to West Indies.

Death.

David Glasgow Farragut.

Mississippi river, and his recommendation that Farragut be given charge to force way to New Orleans and take the city.

Left Hampton Roads 1862, Feb. 2.

Reached Ship Island Feb. 20.

Farragut's fleet of wooden vessels.

Defense of New Orleans. Describe advance, Apr. 23.

Action of Confederates.

The great terrors of battle.

Result, opened Mississippi river to New Orleans.

Farragut made Rear Admiral.

Fall of Vicksburg.

Fall of Port Hudson.

Attack on Mobile.

Farragut's fleet now contained chain protected vessels and four *monitors.*

Mobile Bay defenses.

Battle of Mobile Bay.

Result of battle.

Farragut made Vice Admiral.

Farragut made Admiral.

1865—Visit to foreign ports in command of squadron.

Received with honors in Europe.

Died—1870, Aug. 14, at Portsmouth, N. H.

George Dewey.

or destroy Spanish fleet at Manila."

Left Hongkong, China, (where he had been stationed 1898, Jan. 1) two days after ordered to leave for Philippine Islands.

Reached Manila Bay April 30.

Manila—Cable communication with Europe.

Dewey's caution about entering bay.

Entered at night, with ships in darkness, save small light in stern.

Dewey, seven fighting ships; Spanish, ten.

Americans had largest ships, best guns and best gunners.

Difficulties—Strange waters; many mines planted; no knowledge of soundings.

Attack on Spanish fleet.

Havoc wrought on Spanish boats.

American boats uninjured; none on American side killed nor wounded.

Dewey received a fine sword from Congress.

Every man in squadron received a medal.

Dewey given rank of Rear Admiral.

1899, rank of Admiral.

Rank of Admiral had been given to only Farragut and Porter before.

From Mar. 29, 1900, to Jan. 16, 1917, he was President of the General Board of the Navy.

Died—Jan. 16, 1917.

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SERVICES FOR OUR COUNTRY.—Continued.

John Paul Jones.

Took 15 prizes in six weeks time.

Made Captain of the *Alfred.*

Captured the British brig *Mellish.*

Cruise of *Alfred* ended Jones's work in American waters.

II—Made Captain of the *Ranger,* 1777, June 14.

The *Ranger,* an 18-gun ship built at Portsmouth.

On this day Congress adopted the stars and stripes, and Paul Jones raised this flag to the peak of his ship with his own hands. This was the first flag of the *Union* to float upon the sea.

Sent to France in *Ranger* to carry the news of Burgoyne's surrender, Nov. 1.

Salute of the French ships to our flag, acknowledging herself our ally.

Raids on the English coast, 1778, April.

Engagement of the *Drake* and the *Ranger,* off Belfast.

Victory of Jones.

Made Commodore.

French fleet given Jones.

Renaming of his flagship in honor of Dr. Franklin.

Engagement of *Serapis* and *Richard.*

Jones's bravery again shown.

Jones's victory.

Sinking of the *Richard.*

Honors given to Jones.

His last days in France.

Death—Paris, 1792.

Final resting place — Annapolis, Md.

Suggestive Outlines for Reference and Supplementary Work, Grade VIII.

Authority—Red Cross Magazine, January, 1919; The Journal of American History, First Quarter, 1908; Current History, January, 1919; National Geographic, Vol. XXXII and Vol. XXXIII, No. 4 (October, 1917, and April, 1918).

Our American Navy.

I—Creation of the American Navy.

1. 1798, June 30, the Department of the Navy was created.

2. Purpose—To protect American commerce in the Mediterranean Sea from the pirates of the Barbary States.

3. Father of American Navy—Josiah Fox, a graduate of English School of Navy Architecture, and a master builder, from Falmouth, England, was appointed Navy Constructor by Secretary of War Knox. Fox was a Quaker and was disowned by the Society of Friends because he constructed warships for the American Navy. After the War of 1812, he was, however, restored to membership.

4. Creations.

(a) The "Constitution."
(b) The "Chesapeake."
(c) The "Constellation."
(d) The "Hornet."
(e) The "Wasp."
(f) The "United States."

5. Esek Hopkins made Commander-in-Chief, under appointment by Continental Congress.—(Journal of American History, First Quarter, 1908, p. 110).

6. First Navy Ensign.—(Nat Geog., Vol. XXXII, No. 4, Illus. 364, p. 369.) (Thirteen stripes alternating red and white, with union crosses of St. George (red) and St. Andrew (white) on a blue field). This was superceded by stars and stripes in 1777.

7. First Navy Jack—Rattlesnake on field of red and white stripes, alternating, with words, "Don't Tread on Me."

II—Navy in War (before World War).

"Our Navy has been called upon to fight about once in every 29 years" (on average).

A—Great Naval Heroes:

1. Paul Jones.
2. Oliver H. Perry.
3. Macdonough.
4. David Porter.
5. David Farragut.
6. George Dewey.

Great Naval Battles:

The "Serapis" and the "Richard."
The Battle of Lake Erie.
The Battle of Plattsburg Bay.
The Battle of Vicksburg.
The Battles of Mobile and New Orlans.
The Battle of Manila Bay.

B—Training of Men. (1) Mental; (2) Physical. For further study of training see April, 1918, Vol. XXXIII, Nat. Geog. Study of International Law; Study of Navigation. Institutions: Naval War College; Naval Observatory; Navy Experiment Station.

III—American Navy in World War. (Report of Secretary of Navy Daniels, Current History, "The Armistice Period" number, January, 1919).

A—Part of Work. (P. 111, Current History, January, 1919).

1. Escorting troops and cargo convoys and other special vessels.

2. Carrying out offensive and defensive measures against enemy submarines in the Western Atlantic.

3. Assignment to duty and the dispatch abroad of naval vessels for operations in the war zone in conjunction with naval forces of our allies.

4. Dispatch abroad of miscellaneous craft for the army.

5. Protection of these craft en route.

6. Protection of vessels engaged in coastwise trade.

7. Salvaging and assisting vessels in distress.

8. Protection of oil supplies from the Gulf.

B—Enlistment and enrollment of the Navy on day

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war was declared—numbered 65,777 men. On the day Germany signed the armistice it had increased to 497,030 men and women (some reserves and yeomen).

C.—Ships. On the day war was declared, 197 ships were in commission. Today there are 2,003 ships.

D—Aviation in the Navy. In infancy 1917, July 1, 45 aviators then; 1918, July 1, 823 naval aviators. Naval aviation stations: (1) Pensacola, Florida; (2) Bay Shore, Long Island; (3) Squantum, Massachusetts.

E—War declared April 6, 1917. Division of destroyers across Atlantic, May 4, 1917; 113 U. S. Naval ships across, Jan. 1, 1918; 338 U. S. ships (all classes) across, October, 1918.

F—Part of work accomplished. Our destroyers and patrol vessels have waged unceasing offensive warfare against submarines. American and British ships have carried over two million troops overseas.

G—Losses, small as to ships. In part only: Three American troop ships sunk on return voyage; three fighting ships lost as result of enemy action; some torpedo boat destroyers lost; loss of the Tampa, 1918, Sept. 26 (111 lives lost, officers and crew), in Bristol Channel, England.

H—Work in restoring German warships. Rapid and remarkable work done. Example: The "Vaterland," supposed by Germans to be quite beyond repair when given over, was ready for use by American Navy in less than three months.

I—Honor of last casualty of the war rests with the Navy. American transport Ophir lost off Gibraltar coast, Nov. 1.

K—American officers in command in European waters.

1. Admiral Sims, Commander of American Naval forces in European waters.
2. Rear Admiral Rodman, in command of the American battleships with the British fleet.
3. Vice-Admiral Wilson, in France.
4. Rear Admiral Niblack, in the Mediterranean.
5. Rear Admiral Dunn, in the Azores.

IV—Work of Navy in peace.

1. Science and exploration: Perry—(1) secured treaty with Japan; (2) charted waters of China. Wilkes—(1) discovered the Antarctic continent; (2) contributed more to world's knowledge of geography than any other man. Maury—(1) made navigation a science; (2) forecast weather; (3) mastered mysteries of currents and winds; (4) uncovered knowledge of phenomenon of Gulf Stream. Knighthood was conferred on Maury by the rulers of Denmark, Belgium, France, and Russia.

GERMAN PSYCHOLOGY OF WAR.

(Continued from Page 9.)

on Public Information, under the head of "Conquest and Kultur, or the aims of the Germans in their own words." Time forbids lengthy quotation from the book. As one reads it, one cannot quite resist a feeling of amusement, as well as of indignation. It is the psychology of a ruler, and of a people who can do no wrong, who are, in the Kaiser's words, "The salt of the Earth," whose right, and duty, it is to strike down and wipe out nations that cannot defend themselves, because, as a ruler and people, Germany is the foremost nation in the world, the one nation that is in advance, and leads all others, in soul and character, in religion and morality in every domain of culture and intelligence, in philosophy, science and art. There is one single sentence quoted in the book (taken from the writings of Fichte) which succinctly gives to us the background of German war psychology. It is: "One single man has the right and duty to compel the whole of mankind." Fichte had no idea, when he wrote those words, the base use to which they would be put by German autocracy. But they fitly express the ex-Emperor's conception of his right and duty to be the ruler of the world. Autocracy was the outstanding characteristic of the constitution of the German Empire. According to that constitution, of all the reigning princes in the empire, one only could be Emperor, the King of Prussia, and without his consent there could be no change in the constitution.

The will of the Emperor was the highest law,—indeed, in the things of first importance, the only law in the land. "There is," said William, "but one Master in this country; It is I, and I will tolerate no other." Under this intolerable autocracy the German people lived for more than forty years. If Germany had won the war, her aim would have been to bring the world under the same rule of autocracy. She did not win it for several reasons, and chiefly, for the reason that the war was one of two opposite ideals, that of Might, and that of Right, and Right, in the end, always wins the day.

Germany's psychology of war, and of national government, is the psychology of illusion. It has debased the German national character, and for the time being, at least, has ruined Germany's national life. Might is not above Right, nor will it, in things ultimate, prove to be stronger than Right. God's way is that of justice, equity and human rights, the way of liberty and right-doing.

If Germany had not been Prussianized, if she had developed, during the past forty years, her national life on the principles of her really great philosophers and liberally-minded teachers, Herder, Goethe, Schiller and others, her history would have taken a different course, and the civilized world would have been saved from the most awful war of all time.

The war is over, but the fight for justice, freedom and human rights has only well begun. German autocracy has failed. The task that now lies before the free nations of the world is to see that German anarchy,—miscalled socialism,—the mother of modern Bolshevism, wherever it exists, in Russia, England, or America, shall fail also.

Democracy has won the war, but it has another war to win, a war that will tax to the utmost the wisdom, and patience, and persistence in right doing, of the rulers and peoples who are elected of God to uphold Democracy. The world may have been made safe for Democracy, but Democracy has yet to be made safe for the world.

PRIMARY EQUIPMENT.

(Continued from page 7.)

The only charts that I have used in hygiene were picture charts to teach such subjects as care of the hands, hair, teeth, things I use every day, exercise, etc. Some material may be secured from Colgate & Co., and other companies mentioned later, from various departments of the U. S. Government and from state boards of health.

In the first grade, picture charts of fruits, vegetables, kitchen articles, household furniture, articles of clothing, etc., may be used to enlarge the vocabulary of the children.

Wonderfully interesting pictures may be obtained for use in book or chart form in the geography work. Many ways of using her pictures will occur to the wide awake teacher as the year progresses.

Pictures of islands, hills, mountains, valleys and bays may often be found in the Geographic Magazine, Travel, and in folders issued by transportation companies or chambers of commerce. A border of pictures illustrating the subject for study may be placed on the wall.

How the wind and rain help us and what harm they do are easily told by pictures.

Pictures may show the two main sources of heat what we use heat for in our homes, other uses of it, kinds of stoves, etc. Snow scenes and scenes of life in the tropics will teach the relation of climate to the sun. The warm clothes needed in winter in some lands and the cotton garments worn in the warmer regions of the earth can be shown by pictures.

To make the lessons on materials for clothing more interesting, use pictures of the plants and animals that give us these materials, of the manufacture of the raw materials into cloth, and of articles of clothing made of these materials.

Black and white and colored pictures of birds that injure our crops and of birds seen in our school yards may be secured from the Perry or Brown pictures companies, or from Latta.

Pictures of the beneficial insects and of the injurious ones may be purchased or made with crayon or water colors.

The work on "Government in Relation to the School and Home" may be vitalized by the use of pictures. Gather pictures of the family, the home, and the work of the members of the family. At this time show pictures of our first president, Lincoln, Wilson, our governor, federal and territorial capitols, our flag, and of what our government does for us.

Provide pictures to teach lessons on "Local Transportation and Communication."

To teach the "House Fly in Relation to Health" make a set of charts on muslin or paper from stencils purchased of the International Harvester Company. Picture charts may be made of material gathered from their book of lectures entitled "Trap the Fly", from government bulletins, from tanglefoot advertisements, and from magazine articles on the prevention of typhoid, tuberculosis, etc. The Metropolitan Life Insurance Company of New York has for free distribution some helpful literature on the subject. The boards of health in some states have excellent pamphlets on this and similar subjects.

Charts of some of the important occupations and the tools used in each are instructive. The geography work on occupations and the family should be correlated with the language work. For suggestions as to methods, examine the text books used in teaching English to foreigners in the evening schools of our big cities.

Of course, objects and live animals are to be preferred to pictures. The pictures may be used when the objects or animals cannot be secured conveniently. It is possible to grow cotton and flax plants. Very interesting material to be used in teaching about cotton and wool may be obtained from the Amoskeag Manufacturing Company. A case showing the life history of the silk worm may be used to advantage. An insect cage for observing life specimens may be made. A bulletin by the Smithsonian Institute telling the teacher how to kill, preserve, and mount insects should be in the library of every nature study teacher.

Maps of the school room and school ground may be drawn by the teacher and hectographed or mimeographed copies given to the pupils. The teacher would find this map work easier if the pupils in the primary grades were provided with rules marked off into inch and half inch lengths. The many marks on the rulers

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are confusing to young pupils. The school may be modeled in sand, plasticine, or paper pulp.

Printed charts require much less time than picture charts. Tough wrapping paper, black and red marking pencils, and a ruler are all the things needed for chart making. The printing may be done with a set of rubber type and black ink, but the ink is expensive and the typing involves much time. If the teacher has kept a full notebook of the material she uses for drill during the year, the actual making of the charts is no burdensome task. Much of the teacher's time will be saved if an older pupil is employed to cut and rule the paper. Two wire nails will be needed to hang the charts on. Holes may be punched in the charts and strengthened with circles of gummed cardboard, or brass rings may be fastened to the charts with gummed paper.

There are many topics in the language work for the second grade which may be taught easily with printed charts. Printed charts may also be used for drill on the phonic elements and word lists and picture charts may be made for the phonic type words. (See English for Beginners, Fisher & Call, p. 222 ff.) Use flash cards also to drill on phonics.

In arithmetic, flash cards are helpful in teaching the combinations. A complete set of them may be bought for $1.75. (Here is a home-made set of flash cards with the answers in addition and subtraction indicated on the back. The red figures are the answers in subtraction.)

Sets of picture flash cards and large size domino cards are used in the first grade to teach numbers and their combination. Picture cards of smaller size with the figure and name of the figure on the back are useful for seat work in teaching beginners. Small size domino cards for seat work may be purchased or made with the hectograph. Cards about an inch square with the numerals and arithmetical signs are of great use.

The first grade teacher needs also alphabet cards for spelling, word cards for language, colored seeds, colored crayons, and colored sticks.

The Normal Instructor and Primary Plans and Primary Education are probably the best magazines published for the primary teacher. But good suggestions for work in the lower grades can be found in the Popular Educator which is intended for the grammar grade teacher.

The best help that I know of for the teacher just beginning first grade work is the little book entitled "Five Messages to Teachers of Primary Reading". The "Primary Plan Books" by Marian George are very good. Her "Intermediate Plan Books" contain an outline on "Domestic Animals which may be simplified and adapted for the Primary grades. The books used in teaching English are full of suggestions for the teacher of primary language in Hawaii. The two volumes of the McFadden Language Series are the most helpful of any language text books that I have. Books of games for teaching language and arithmetic are useful.

Drawing is one of the most effective means of teaching geography. Augsburg's "Easy Drawing for the Geography Class" contains outline sketches for copying.

Every primary teacher needs to have books of fables, folk stories, and fairy stories in simple language for reading or telling to the children and for dictation. Mrs. Thorne-Thomsen has published an excellent list of stories and poems suitable for children.

Seed catalogues and department store catalogues abound in material for picture cards and charts.

We have a school library from the Library of Hawaii. The books are in great demand. About half of the books are some of the very best first, second and third grade readers. The vocabulary is such that the children can read the books without much help from parents or teachers. It is a great satisfaction to them to be able to read the books so easily. If primary teachers could have suitable books in sufficient numbers to use for supplementary reading at school and at home, the English vocabulary of our pupils of foreign ancestry would grow faster.

A loose leaf notebook is a very valuable part of the primary teacher's equipment. The teacher who expects to follow the profession should own a typewriter. A hectograph or a mimeograph is a time-saver, too, when many copies are to be made.

Some of the Puunene teachers have so felt the need of a manual or full outline of the various subjects of primary work that they are planning to put the material in such shape that it will save much time for the teacher and so make it possible for her to do more and better work with the pupils entrusted to her care. We hope to secure enough material to include sentences for supplementary reading lessons from the board and for language lessons. Lists of word drill devices, of material for charts, definite suggestions of practical equipment, and patterns useful in making posters are to be included. When completed each of our primary teachers will be given a copy. It is a tremendous task but one that will be worth more than it costs in time and labor.

If all the Maui primary teachers of training and experience were interested and would lend a hand in compiling such notebooks, the results would be much better. Committees might be formed to work out the different subjects and the entire set submitted to higher authority for correction and approval.

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Hawaii Educational Review

TRAIN HAWAII'S CHILDREN FOR SUCCESSFUL LIVING IN HAWAII

Vol. VII. No. 4. APRIL, 1919. Price 10c.

The Hawaiian People and Public Education

By VAUGHAN MacCAUGHEY.

NO other nation or race has a more notable record in the domain of public education, all factors considered, than has the Hawaiian people. No other race so quickly and so peacefully achieved the tremendous change from feudalism to modern industrial society. Among other peoples this required many generations and long wars; among the Hawaiians this took place in a few decades, and without the horrors of war. This fact in itself is a splendid testimony to the racial and intellectual worth of the native Hawaiian stock.

The Hawaiian people, since the establishment of the first schools, have been generous and enthusiastic patrons of education. With their means and their moral support they have stood by the public schools. Now, in this great age of social reconstruction, the Hawaiian people have remarkable opportunities.

The Great War was won, not by the powers that stood for hatred, for greed, and for militarism, but by the powers that stood for brotherhood, for justice, and for the rights of the common man. The public schools of Hawaii will succeed just so far as they serve the best needs of every man, woman, and child in Hawaii.

RURAL CHILDREN SHOULD BE TAUGHT IN RURAL TERMS AND TOWARD RURAL LIFE.

The Library of Hawaii and the Schools

The Library has been asked to state briefly its methods of co-operation with the schools of Hawaii. The following survey tells of the work already accomplished, also of the plans for 1919-20 in both city and country.

HONOLULU SCHOOLS.

Reading Room.

The reading room is open to all children daily except Sunday from 9 to 6. Summer reading rooms are to be established at Kalihi-waena, Maemae and Waikiki Schools to reach the children who can not take advantage of the main library. These will be open one day a week from 9 to 4 with a regular Story Hour at 2:30.

Circulation of Books and Pictures.

February statistics showed 3,781 juvenile borrowers. The child receives a library card upon recommendation of his teacher and is then entitled to borrow two books for four weeks. Children in the 7th grade and above, who wish to use more books for special purposes may obtain adult privileges upon recommendation of the children's librarian.

Mounted pictures are loaned to teachers for class rooms and may be kept for four weeks.

Schoolroom libraries are sent out by the Islands Department upon request. At present there are 13 of these in the public and private schools of Honolulu.

Course of Study in Library Training.

Each year a librarian has given lessons in the use of the library to different grades, preferably to those within walking distance of the library. The plan for 1919-20 is to have this work systematized and recognized as a part of the regular school program. A librarian will visit each grade from 2nd to 5th inclusive, at least once during the school year, and will give a lesson in the practical use of the library at the library to all of the upper grades.

High School Library Work.

The work with High School students is unsatisfactory. If Honolulu Schools are to reap the benefits of the co-operation begun in the grades it must be continued in the High School. In September at the opening of the new building there should be a high school librarian who is a member of the library staff to co-ordinate the work of the library and the school. Because of the urgent need preliminary steps have already been taken, but no definite decision can be made until the appropriation of the legislature makes it possible.

COUNTRY SCHOOLS.

Extension Work.

The extension work of the Library of Hawaii with country schools has been done through the Islands Department. Sixty of the Schools in the territory have been supplied with traveling libraries; Oahu has had 25 libraries in schools, Maui 20, Kauai 9, and West Hawaii 6. East Hawaii is supplied with books from the Public Library at Hilo. These libraries contain books suitable for the children of the grades represented, and professional and recreational books for the teachers. Each school is supplied with the bimonthly Bulletin, on request, so that a fairly recent catalog is thus provided. In addition to the libraries, plays for amateur acting, pictures for the school rooms and numbers of the National Geographic magazine—as aids to the geography teachers—are loaned on request.

Standardizing the School Library.

As the best books for young people are few in number, it is better policy to duplicate those few books many times and so give the children the best, than to buy much indifferent material. For this reason the school libraries throughout the territory should be standardized according to grades. These libraries should contain reference and recreational books, varying in per cent according to the grades represented in the school. Books on the sciences and the trades should be included, for today's reading often points the way to tomorrow's vocation. In Minnesota each school receiving state aid is obliged to buy $20 worth of books for the library the first year and $10 the subsequent years. The books purchased are those recommended by the State High School Board in their accredited list entitled "Books for Elementary and Rural Schools" and "Books for High Schools."

Library rooms are now provided in most of the new school buildings. In the social center idea for the schools, which grows year by year, many of these school libraries in the territory may give public library service as well.

HOW TO PLAY TWELVE GOOD GAMES.

A leaflet telling how to play 12 good games and showing just how the games will help to make the children stronger can be secured on request from the Playground and Recreation Association of America, 1 Madison Avenue, New York City.

THE PUBLIC SCHOOL IS OUR MOST VITAL EXPRESSION OF DEMOCRACY.

Physical Education in Hawaii's Schools

By D. L. CRAWFORD

This subject has assumed a new importance since the days of the selective draft when the startling fact was brought out that about one-third of the young men of this nation are physically unfit for military service. Having found this national weakness, it now is our duty to get at the causes and apply the remedy.

There are two fundamental causes, in my judgment.

1. The lack of a constructive program in our school administration providing physical exercise of the right kind at the right times and in the right amount. We have had some team play in the higher schools, but this has developed those who least needed improvement. The weak and physically backward children have not been touched by our limited athletic programs. City play grounds have helped some, but not very much in those quarters most in need of help—that is the timid and non-athletic children.

2. The physical weakness of mothers and fathers. This is partly the result of certain faulty habits of living in the present day, but chiefly the result of insufficient physical exercise and development in their youth—in other words, cause number one removed a generation back. If we do not correct the trouble **now** the next generation will be even less adequately endowed physically.

I call attention to four fundamental defects in our present school system which are to blame for the lack of an adequate program for physical development.

1. The teachers are too commonly weaklings physically, with little knowledge of how to play and little or no interest in the physical education of the children under their charge. They have been brought up to think only of book study and naturally pass along only that type of instruction. They fail utterly to see the vast importance of physical training because it was not part of **their** training.

In other words, the first defect lies in the normal and teacher training schools. Teachers must be trained to realize that physical education for children is as important as mental education and that it is as much a part of their work to train the muscles and strengthen the bodies of school children as it is to develop their minds. The public must expect this dual service—really not dual at all, but two phases of single service.

2. Mental education is compulsory by law, but physical education is wholly optional. The state has virtually said, "we want every citizen to be able to read and write and figure problems—but we don't care whether some are weaklings and unable to withstand disease and die young, or become public charges and public burdens."

Universal military training has at least this much in its favor, that it would do something toward strengthening the physique of the nation and thus reduce disease and unhappiness and increase the average span of life and usefulness.

Compulsory physical education must be as well established and as efficiently administered as compulsory mental education is now.

3. Girls have had even less opportunity than boys for physical development because of a long standing (but now rapidly disappearing) popular notion that they must have no exercise more violent than sewing parties or pussy-wants-a-corner. More than that is not lady-like. However much this notion has been displaced, there is yet a great inequality between the boy's and girl's opportunities in the average school for physical development.

The state has been raising up weakling mothers and expects robust and sturdy offspring. And in the age of Science, too!

4. Our conception of physical education (so far as we have had any, at all) has been wrong. In the class room, the successful teacher—the **real** teacher—helps the laggers and the mediocre ones to keep up with the leaders as much as possible. More time and thought and energy are expended on the slow of wit than on the bright and "smart" ones.

On the play ground and the athletic field the reverse is true. Trainers soon sift out the strongest and fastest and best developed individuals and improve them—but wholly disregard the others or give them some most uninteresting calisthenics. Neither the physique nor the habit of play are developed in those most in need of both!

Our program for physical education, therefore, must be universal and planned for the physical laggards and weaklings as well as for the strong. It must include the girls on an equality with the boys, providing for each the kinds of exercise best suited to the needs. It must be compulsory. The teachers must be trained in accordance with it and be held responsible for its administration just as surely as they are for mental education.

I would suggest a constructive program under five sub-heads.

1. Each grade school should have one or several teachers charged with the duty of supervising certain forms of play at periods set aside therefor. The exercises should be sufficiently varied to hold the interest of all and suited to the needs of the various ages and degrees of strength.

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HAWAII'S SCHOOLS, TO SUCCEED, MUST INTEGRATE CLOSELY WITH HAWAII'S BASIC INDUSTRIES.

The Future of Hawaii and the Schools

By **VAUGHAN MacCAUGHEY**

Hawaii can be justly proud of her public school system. On the whole it ranks favorably with many school systems, serving similar populations, in the States. All "systems," however, tend to fall behind the progress of the times in this swiftly moving age. Throughout the United States the purposes, content, administration, and community relationships of education are being studied more carefully and more scientifically than ever before in the history of any nation.

We understand more clearly than ever before that if we are to succeed as a great nation, and as champions of true democracy, we must succeed in the realm of public education. Ignorant peoples, half-educated peoples, and wrongly-educated peoples (the Huns for example), are heavily handicapped in the Twentieth Century march toward real civilization.

Everyone is looking toward the **future.** The gigantic mistakes and evils of the past cannot be undone, but we **can** use our best knowledge in building for the future. In a very real sense, the future of Hawaii is inseparably bound up with her public schools. Hawaii's educational program is thus of vital interest to every man, woman and child in Hawaii.

In the brief time at my disposal I shall endeavor to present, as concisely as possible, **three great educational problems** that Hawaii must solve if her schools are to most effectively serve her peoples and her needs. Many other problems might be enumerated, but these three will indicate the large lines of advance.

1. Rural Education.

Any school system that has the same identical curriculum, methods, and administration for city and for country serves **neither** city nor country effectively. Hawaii is preeminently a **rural** country. Her basic industries are agricultural. Her country schools must be developed to serve the **country,** and **not** to lure children into the city. This has been found true throughout the Mainland. Rural schools have been merely miniature city schools, with city teachers, city methods, city point of view, and city ideals. The mass of Hawaii's population must be trained to live successfully and happily in the country; to earn their living through agriculture; and to develop a self-respecting citizenry on the land.

This involves, not only a great readjustment of our present rural schools, but also profound changes in many rural institutions. It is not within the province of this address to discuss the latter, although they are extremely important. The first great step is to get teachers who are genuine **rural** teachers; whose homes and ideals are rural; who understand rural life; and who can **teach children** in terms of rural life. Most rural teachers are not only very temporary, but have not been trained in rural life and industries.

The second step is to give the rural curriculum a large agricultural content; it must deal largely and concretely with country life and country institutions. **Most curricula,** in the past, have been made for city folk, by city folk. They have emphasized literary, academic, and city subjects, and have looked with either ignorance or scorn upon agriculture and rural life. The school-garden movement has been of great value in giving genuine rural material to our country schools.

The third step is to make the rural school a **real community center.** People like sociability; like to get together. The routine and monotony of rural life, as contrasted with the sociability and diversity of the city, has been one of **the chief reasons** why country boys and girls have **refused** to remain in the country. The rural schools, with trained, high-grade, well-paid, permanent teachers, have a great field for service before them. At present this field is scarcely touched.

2. Industrial Education.

The vast majority of boys and girls are **hand-minded,** not academic. The majority will not go to high school; only a minute fraction will go to college. At present they are all forced through the same academic curriculum, with very little handwork, and practically no industrial training. They leave the plantations because they are not trained toward the plantations. Until we have a general system of industrial education, that will give boys and girls the opportunity to learn rural industries, we will have the problem of great numbers of children leaving the schools unfitted for any useful activity.

The majority of girls become **home-makers,** yet the curriculum contains little concrete subject-matter dealing with home-making. The majority of boys are to be hand-workers, yet the education in terms of **hand-work** is just beginning to make its appearance in school curricula.

Of course, any progress in industrial education is dependent upon the conditions of living offered by the industry itself. The boy must not only understand and enjoy field work, but must see that in field work he can earn a comfortable living and live a self-respecting life. It is not so much a matter of actual wage, as of self-respect and social position. Many an American

(Concluded on page 14)

THE ABILITY TO EARN A LIVING IS THE FIRST STEP IN A NORMAL ADULT LIFE.

School Atmosphere

By H. M. WELLS

School atmosphere is a thing easy to recognize, but hard to define. It is as intangible as the air we breathe, and as all pervading. Like the air it may be nourishing, invigorating, inspiring; or it may be stupefying, poisonous, deadly.

Good atmosphere is a natural result of mutual respect between teacher and pupils. The teacher, being the responsible party, must not only strive to be worthy and to win the respect of every child, but she must school herself to respect the individuality of every child. Little by little she will be able to lead the pupils to respect one another's personality, also.

Respect for each child's personality and desire for his welfare are fundamental. On no other basis can good atmosphere be secured. No child is vicious by nature. Every child at the bottom of his heart loves the good. If a child appears vicious, it is because he is the victim of bad atmosphere at home, or in school, or both. If his home atmosphere is poisonous, all the more reason that his school atmosphere should be uplifting.

No matter what a pupil may be, remember that he has a personality that you must respect if you would reach and hold him. Discuss his faults in public, "bawl him out," and your chance is lost. Not only have you lost your hold on the child in question, but your influence with the class has suffered a decline. Your school atmosphere has suddenly chilled. For children are clannish, and quickly resent an injustice or unnecessary harshness shown to their fellows.

Our Oriental friends are keenly sensitive to public disgrace and ridicule. If a child has done wrong, "save his face" by general talk, mentioning no names, or by a heart to heart interview singly or in small groups. By so doing you may retain the loyalty of the erring pupil and the hearty respect of the whole class.

Worse, perhaps, than a "bawling out" is public ridicule. Sarcasm and ridicule are dangerous weapons in school. To hold one up to derision and contempt, even in a bantering spirit, is bad psychology. No one likes to be laughed at, but to a sensitive child it becomes extreme mental torture. Self-esteem and the esteem of one's fellows are precious jewels which no one has any right to steal from us. Jestingly done or wantonly done, the result is disastrous to sensitive natures and never makes for good atmosphere in a school.

A kindred sin is the habit some teachers have of calling a dull pupil "stupid head" and "lolo." Even if a child is dull he has feelings, nor is he likely to become any brighter through an induced consciousness that he cannot learn. Many a child, if encouraged by a little judicious praise, may blossom out into a fair student. The persevering plodder often outstrips his more brilliant competitor who learns with little effort. No teacher would take the lead in poking fun at any bodily defect in a child. Is it not just as heartless to hold up their mental defects to ridicule?

To win the hearty respect of pupils, one must be worthy of it. Children read character by a sort of intuition. No amount of camouflage and veneer will deceive them for long. Flattery and cajolery will never take the place of an honest, earnest desire and effort for the well-being of every child in your room.

Good atmosphere is a busy atmosphere. Besides being experts in reading character, children are keen at sizing up a teacher. One who knows her business, and plunges at once into the work at hand, has won half the battle. A class should be kept so busy that there will be no time for nonsense. Above all things, children despise a slacker and one who allows them to be slack in turn, while a strict teacher, one who holds them up to the mark in every particular, will soon win their admiration. In some respects children represent the human soul at its best, and no degree of license which leads to disorder or to slipshod work can take the place in a child's mind of consciousness of a task well done. Here, again, a little judicious praise, not of the work of a bright pupil, but of that of the class, will sometimes work wonders. When a teacher begins to complain in the hearing of her class that they are stupid or backward, or that this pupil or that one does poor work, I begin to look for other weak points in her make-up besides her bad judgment, which is patent. When she says "I have a fine class," I begin to think "They are a fortunate class."

Again, good atmosphere is a happy atmosphere. Besides the satisfaction born of work well done, the best atmosphere has a happiness born of mutual affection. Happy is the child who has a hero to worship in the person of his teacher. Some teachers get certain tangible results through sheer energy. Their rooms may have the business attitude, but if there is lacking the one thing needful, such teachers are comparative failures; failures, that is, as moulders of character. That one thing needful is love for one's pupils, and its response.

TO AMERICANIZE HAWAII WE TEACHERS MUST BE LOYAL AMERICANS.

Solving Hawaii's Labor Problem

By W. R. FARRINGTON

Humanize the Sugar Inhustry.

Humanize the sugar industry of Hawaii, and the labor problems will solve themselves automatically.

Much progress has already been made in this direction, but the real solution of the problem in its present phase requires more aggressive study and campaigning.

Nothing is more variable than human nature, and the term "humanizing" as here used, is well understood by everyone who has a fair knowledge of the arly history of the sugar industry in these Islands, and its accompanying labor difficulties.

To solve the labor problem it is necessary to do here what has been and is now being done throughout a great number of the large industries of the Mainland.

The conditions under which the laborer works should be made as attractive as possible.

The laborer should receive a good return for loyal and intelligent service, and especially should his home surroundings be such that he will see a future for himself and his children, so that he will regard his home as permanent.

Must Abandon Prussian Methods.

This will be immediately stamped as a beautiful generality, and indeed it is more easily said than done, yet it represents a plan that has been carried out elsewhere and can be developed in these Islands as rapidly as Hawaii merges from the curse of its former Prussianism and moves forward in the broad and bright era of what we all believe to be practical Americanism.

Prussianistic methods have been the curse of Hawaiian industry since the days of contract coolie labor, imprisoned laborers, and human beings driven like cattle by rough and old-fashioned lunas.

The character of that curse was not recognized at the time. It was considered one of the necessities of the sugar industry, because such a condition was said to prevail in the countries with which these Islands were in competition. Furthermore, it was fostered by the Prussian and junker of Hawaii, and winked at by those of us who should have known better, but did not until the year 1914, when the real Prussian was discovered.

"White Man" vs. Coolie Labor Conditions.

To summarize: Conditions surrounding the laborer have been such that the sugar plantation has not offered a prospect that could appeal in any phase to a "white man."

The term "white man" is used in the common acceptance of the expression, as applied to one who seeks reasonably livable surroundings for his home, and a future for his children. Its opposite is "coolie labor," which has come to mean all that is unattractive to the independent American citizen.

These are rather harsh terms, but they express the fundamentals which in earlier days made the labor problem a much more difficult one of solution.

The situation summarized represents conditions to which Hawaii must not and will not return, and its reinstatement emphasizes the error of the few men in this Territory who, when one speaks of "humanizing labor conditions," say it can't be done.

The Meaning of "Humanizing the Sugar Industry."

Humanizing the sugar industry means dignifying agriculture in all its phases.

It means displacing driven gangs with the same men led and urged on in a spirit of cooperation.

It means housing the plantation workers in a manner that will promote comfort, self-respect and decency, as distinguished from barracks that compete with city tenements for the dirt and indecencies of life.

It means such a reformation that there will be an end of the present day fact that mere mention immediately stamps sugar plantation work as undesirable.

The harshest criticism I have ever heard uttered against living conditions on the sugar plantations of Hawaii was voiced by a speaker at the first conference held on the U. S. Boys' Working Reserve movement.

At that time a gentleman connected with the sugar industry expressed doubt as to the advisability of sending our boys to work on sugar plantations, on account of the immorality of the camps.

This is pretty tough criticism when we stop to consider that these same plantations have been under general community direction and observation for upwards of forty years, and that they have been the foundation of all our philanthropies.

Plantations Should Provide a Future for Our Boys and Girls.

Humanize the labor conditions of the plantations and this great industry will become a field of splendid opportunity for a large share of our 30,000 boys and girls in the public schools, instead of the present impossible future.

This is the main point I wish to make. Our labor problem solution should be such as to weave the immediate present and certainly the future of the sugar industry into an intelligent American plan that will not only put the boys and girls on the land but will also

NO COMMUNITY IS BETTER THAN ITS HOMES.

cause them to seek this career from choice and find in its returns as great an attraction as is offered in any other industry.

Our junkers have said this cannot be done. They have claimed that schools educate the children away from the soil and the plantations. The truth of this depends entirely upon the education and also upon the plantation management.

The teachings of experience in recent years will serve to prove that this can be done. It is being done, and the men not associated in the doing of it are soon to be out of the running.

Success of School and Home Gardens.

Make a special note of the history of Hawaii's school gardens and the home gardens that in recent years have been carried on by a goodly share of these 30,000 children.

This gardening movement proved such an immediate success that the idea was quickly taken up by the business organizations on three of the Islands—all except Oahu—and the result has opened up a new horizon—a way out—in the process of humanizing, dignifying—glorifying indeed—the agricultural industry.

It has developed the fact that Hawaii has hundreds, and possibly thousands, of natural born farmers.

These boys have an ability for handling growing crops that is very marked. All they need is opportunity, inspiration, and proper leadership.

Business men who have acted as judges in these contests have been surprised and educated. They did not believe it could be done. They thought that only coolies could get returns from the soil in Hawaii.

The success of this great educational enterprise is continuing. It means intelligent, efficient and contented agriculturalists, workers, laborers, call them what you will, on the plantations; provided those in charge of the leading industry of the Territory see and grasp the opportunities by humanizing the industry.

Success of Boys' and Girls' "Working Reserve."

Up to the present time the most striking example of what the youth of this Territory are willing to do has been furnished by the U. S. Boys' Working Reserve and its accompanying organization, the Hawaii Junior Reserve, which included girls as well as boys.

We hear so often in Hawaii that conditions are different here and plans worked out on the Mainland will not fit these Islands. Consequently there was much pessimism expressed when it was proposed that the U. S. Boys' Working Reserve plan should be adopted in Hawaii.

The primary purpose of this movement was to get the city boys on the farms during the summer vacation.

The suggestion of adopting this plan in these Islands was met with sterotyped opposition. It was regarded as theoretical. Sneers were not lacking and some dilated on the idea of "badging" the boys for working, when they ought to work anyway. All this in the face of a general outcry over a shortage of labor!

The knowing ones condemned the plan before it was started because they knew it could not be done.

Sneers and opposition, however, did not prevail.

Attitude of Plantation Managers.

The managers of the sugar plantations on the Island of Maui, almost without exception, received the plan with friendly approval and enthusiastic interest and an outstanding number on Hawaii did the same.

On Oahu one plantation took what might be called an active interest.

To the Island of Kauai belongs the credit for making the real vital test. One plantation manager saw the opportunity, and as a result worked out a definite scheme for the employment of 100 city boys, and of housing them in a summer camp on his plantation.

White Boys As Plantation Laborers.

It is timely to mention some of the conditions that were imposed in the selection of these boys, because the failure to accept these conditions upset some old time theories.

White boys, boys from designated private schools largely attended by white boys, were singled out as undesirable for this work. This was quite in keeping with the old time method of thought when considering sugar plantations.

This rule was violated. Boys from the lists of these undesirables volunteered, and were sent along with the others.

The boys were organized in a camp under four directors; the leader from the College of Hawaii. One assistant, a Y. M. C. A. worker. Another from a Honolulu private school, and the fourth, a teacher from the public schools. These boys were housed in the public school bungalows.

How the Boys Were Handled.

No favoritism was shown these youngsters, who ranged all the way from 15½ to 20 years. They did the hard grinding "impossible" work of the sugar cane fields.

Their first experience in camp, and away from their homes was with an epidemic of Spanish influenza that sent a large per cent of them to bed and some to the hospital. This on top of their field work and the consequent few days struggle with aching muscles and blistered hands.

But they stuck to it. They did the work, and when the day's job was done they returned to camp where one of the directors devoted a large portion of his thought to forms of entertainment that would keep the boys interested.

The work was humanized and the camp life was humanized.

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HAWAII'S PUBLIC SCHOOLS AND THE PAN-PACIFIC IDEA.

By VAUGHAN MacCAUGHEY.

We grown men and women of Hawaii, of many races and tongues, have certain deep-rooted ideas, prejudices, and antipathies that are very difficult for us to overcome. It is hard to change the adult mind.

Hawaii's forty thousand school boys and girls have no such prejudices and antagonisms. This is a tremendously significant fact, that every adult in Hawaii should fully realize. These our children of many races, in a common peaceful and equable environment, live and play and study and grow up together, as chums,—as friends,—as native born to Hawaii.

If we teach them in terms of inter-racial respect and **aloha**, so will they grow up in mutual good-will and understanding. If they learn jealousy, racial antagonisms, distrust, suspicions, and sly competition, THEY LEARN IT FROM US. We, the adults, give them their ideas. AS WE ARE, SO THEY WILL BE.

Thus we men and women of Hawaii have a great and unescapable responsibility. We have unrivalled opportunities for developing, here in the mid-Pacific, a rising generation of American-born young people, educated in terms of the best Americanism, the finest inter-racial good-will, the highest Pan-Pacific friendliness.

As a dynamic educational force of incalculable power for good, the PAN-PACIFIC IDEA is unsurpassed. It is not a hollow phrase, not a glittering generality. It lies at the very root of the continued prosperity of Hawaii and the abiding peace of the Pacific.

EXAMINATIONS.

Every competent teacher and everyone else who has given careful thought to the educational process, knows that any system of academic cramming is not true education.

Boys and girls are not fitted to meet the actual requirements of life in Hawaii by means of "paper" examinations. People do not live their lives on paper, but in a very real world of industry.

Educational systems everywhere have laid a false and exaggerated emphasis upon "paper" work. Today schools are being tested by the way in which they measure up to the real tasks of real life.

Complaints have been widespread throughout Hawaii against the pedantic excesses and inquisitorial rigor of existing examinations. Tiny tots in the lower primary grades are said to be subjected to the solemn pomp of written reviews and tests. In all progressive communities, throughout the mainland, the present effort is to test the pupils by fair, normal, and modern methods.

The written examination has a certain place and a certain value in any school system, but every one knows that the majority of able men and women in any community would "fail" at the average school "test." Erroneous ideas concerning examinations have tended to give the school an artificial atmosphere, and to isolate it from the great, vital currents of community life.

In modern education the emphasis is upon the directed interest of the child in his home region. He should have an intelligent appreciation of his home industries; he should be physically strong and fit, through wholesome supervised play and recreation; he should use the English language with ease and understanding; he should have a real working knowledge of American institutions and life; he should be trained in body as well as mind; he should progress naturally from grade to grade, and emerge from the schools, capable of succeeding in his daily work, in his own personal happiness, and in the affairs of the community.

The purpose of all "examinations" should be to help the pupil on his way through school, and not to throw him out of school. None are so dangerous in a democracy as the half-educated. Excessive routine examinations violate not only the best educational principles—they violate ordinary common sense.

SCHOOL MUSIC

Children in the elementary schools should be taught to value beauty of tone and to secure it in their singing, both for the sake of their musical taste and for the correct use of their own voices. Their short songs should have grace of melody and simple perfection of form, revealing grace and clarity of musical thinking. These qualities are desirable as musical experience and may also consciously be analyzed and valued. The songs used will necessarily have also mood, or at least color; but the moods should be childlike, and should not attempt to cover the entire range of moods which the music of the masters expresses. Technically the pupil should learn, by the end of the eighth year, almost elementary theory, and be able to sing at sight fluently and in parts simple hymn tunes, and to sing with enjoyment, after some practise, a number of the easier choruses from operas and oratories, as well as some comparatively elaborate art songs and part songs. —Earhart and McConnathy, in Education Bulletin, 1917, No. 49.

HAWAII'S SCHOOLS ARE THE WORLD'S MOST SIGNIFICANT MANIFESTATIONS OF INTER-RACIAL GOODWILL.

SOME GOVERNMENT FIGURES.

A government bulletin declares that the war has demonstrated conclusively that large numbers of foreign-born citizens have not been definitely assimilated or Americanized. It also brought forth thousands upon thousands of men, native-born Americans for many generations, who cannot read nor write.

Here are the figures:

Over ten years of age and illiterate (1910).....5,502,351
Unable to speak English.....3,089,723

This makes a total of 8,592,074—eight and one-half millions of people who cannot read the newspapers or the laws of their country. Millions who cannot speak English.

This is more people than were in the whole United States in 1800.

It is more people than in the entire South in the Civil War.

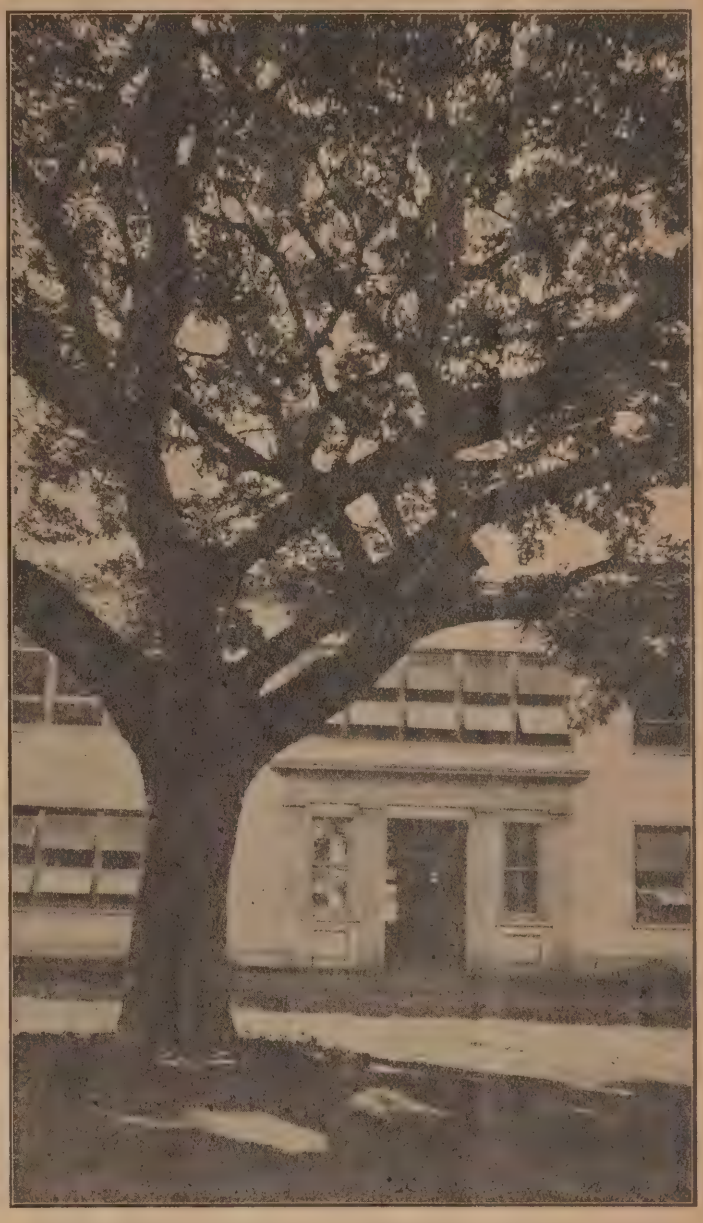
It is more people than now live in all the following States combined: Nevada, Wyoming, Delaware, Arizona, Idaho, Mississippi, Vermont, Rhode Island, North Dakota, South Dakota, Oregon, Maine, Florida, Connecticut and Washington.

CONNECTING THE SCHOOLS WITH INDUSTRY.

"Vocational Guidance and the Public Schools," by W. Carson Ryan, Jr. Washington, Govt. print. off., 1919. 151 p. 8°. (Bulletin 1918, no. 24).

Attempts to give an account of the vocational-guidance movement as affecting public schools. Gives history of the movement, summarizes studies of school leaving and employment since 1906, describes available literature on the different vocations and methods of utilizing it in schools, outlines vocational-guidance plans in typical centers, and analyzes recent English experience in vocational guidance with relation to problems in the United States.

"Those who have watched the vocational-guidance movement," says the author, "have seen it broadening out until, originally signifying little more than the giving of limited counsel to individual seekers for employment, it has come to mean an important program affecting fundamentally both education and industry. Educationally, vocational guidance is bound up with vocational training, pre-vocational education, continuation school work, the co-operative plan of half-time work, the Gary plan, and the junior high school, and, like most of these, it presupposes a complete remaking of education on the basis of occupational demands. Industrially it involves placement, employment supervision, specific attention to such problems as labor turnover in industry, and the education of employers and the public to the possibilities of guidance as a public function to be carried out through the school."



WAIPAHU SCHOOL IS A REPRESENTATIVE RURAL SCHOOL ON OAHU. IT SERVES A LARGE AND IMPORTANT PLANTATION COMMUNITY. WAIPAHU SCHOOL CAN EMBODY THE BEST SOCIAL PROGRESS OF WAIPAHU VILLAGE.

More than 160,000 aliens have been naturalized in the army since the declaration of war. The Bureau of Naturalization estimates that 200,000 will be naturalized when all the returns are in.

Nenana, Alaska, has a citizenship night school, with 49 students, ranging in age from 20 to 54 years. The students represent 18 different nationalities.

THE PERSONALITY OF THE TEACHER DOMINATES THE CURRICULUM. SMILES, SERENITY, AND POISE CANNOT BE BOUGHT, BUT EVERY TEACHER CAN GIVE THEM.

An Adequate High School for Honolulu

By VAUGHAN MacCAUGHEY.

Within the past few days citizens of Honolulu have spoken to me concerning the possibility of erecting a new high school plant, and using the McKinley building as a grade school. This idea of a new plant has not originated in the Department of Public Instruction, nor among school people; the very significant fact is that the idea has developed among prominent citizens and business men.

I have been asked to express my opinion, unofficially, on the project, and have prepared the following statement:

For every pupil now in McKinley High School there is somewhere in Honolulu a boy or girl, out of school, who should be in high school. Our numerous private secondary schools are striking testimony to the insufficient public high school facilities. The number of eighth grade pupils and graduates has increased very rapidly in recent years. This growth is bound to continue during the next decade.

Honolulu's solitary public high school has been chronically overcrowded and inadequately financed for many years. In spite of many obstacles it has done excellent work and merits general commendation. The present time, however, in which all educational activities, from kindergarten to college, are being enlarged, is the ideal time for Honolulu to provide herself with a genuine modern High School.

As a business proposition this is good business, for the expansion is absolutely inevitable. Postponement simply means bigger bills later on. An adequate plant built now will take care of the increase for the next ten or fifteen years.

The high school was formerly looked upon as a "finishing school" for those pupils whose parents could afford to send them, or as a "college preparatory" school for those students who planned to go on to college. Today everyone recognizes that the Twentieth Century demands a great deal more training than can possible be given in the eight grades. A high school education is absolutely necessary today in many trades and occupations.

Formerly the high school was an academic institution, dispensing chiefly "book-learning." Today the modern city high school offers strong courses in industrial subjects, shop work, home-making,—cooking, sewing, and practical home affairs; this in addition to college preparatory and general courses. The vast majority of pupils cannot and do not go on to college,—the high school is their last opoprtunity to equip themselves for the practical needs of everyday life.

The present McKinley building, with relatively slight and inexpensive changes, can be admirably adapted for grade work. As a grade school it would house the overflow from the present grammar schools, and would be so organized as not to interfere in any way with the normal growth of the other grade schools. The McKinley school would assist, not detract from such schools as Royal, Kaahumanu, Kaiulani, and others that are already seriously overcrowded in their upper grades. Abundant evidence from many mainland cities demonstrates the serious difficulties that arise when any school plant becomes overcrowded. Several Honolulu schools are already unwieldly, with too many children. This new grade school would afford much-needed relief in this direction. The removal of the present wooden buildings from the grounds will give ample playground space.

If the new high school building is erected, as proposed, upon a 12-acre area not far from the McKinley building, it will be easily possible for the pupils of both buildings to utilize the shops, work-rooms, library, athletic field, etc., of the new plant. This will give maximum utilization of both buildings, and provide for some departmental work in the upper grades. In this way boys and girls in these upper grades will be able to get practical work in industrial subjects and home-making, in the new school plant, even though they do not go on to high school.

The proposed high school building would greatly facilitate the extension of the present secondary curriculum, as follows:

1. Industrial subjects: with special reference to Hawaii's basic industries.
2. Home-making: cooking, sewing, etc., in terms of actual living conditions in Hawaii.
3. The sciences (which are extremely important in modern education): biology, physics, chemistry, etc.
4. American history and civics, with special emphasis upon our municipal, county, territorial, state, and federal systems, and the proposed international federation.
5. Thorough training in the use of the English language.
6. Commercial courses (already well developed).
7. College preparatory and general courses.
8. Physical education (compulsory): a four-year program that would reach every pupil, boys and girls, through diversified athletics, recreation, playground activities, etc., and build up sound physique as a basis for personal and industrial efficiency.

The proposed plans are strictly in accord with the best American thought and practise in secondary education. Honolulu has lagged behind most mainland cities in her high school. There is a crying need for

TRAINING IN AMERICAN HOME-MAKING IS IMPERATIVE IN HAWAII.

a real high school plant. The initial money expense of such a building and grounds will be relatively small in comparison with the enlarged money returns in the actual earning power, and worth to the community, of the graduates.

The proposed high school is a most fitting expression of Honolulu's recognition that the war is over and that the great tasks of reconstruction are upon us. The new school might appropriately be named **THE WAR HEROES MEMORIAL HIGH SCHOOL,** and dedicated in the name of those loyal sons of Hawaii who have given their lives in the great struggle for democracy and for the rights of the common man.

Hawaii, in this period of unparalleled prosperity, can easily afford this new plant. It will be a milestone, of which we will all be proud, in our path toward **Americanism** and **Statehood.**

"GET TOGETHER" MEETINGS.

A definite "get together" program has been outlined for assimilating the foreign-born population in Manistee county, Mich., with the native elements and fusing them into one vigorous group, with a common basis of achievement. As a beginning, a series of 72 meetings are being held in Manistee county, where talks on the duties and privileges of American citizenship will be given and instruction in the English language will be furnished. Many of the foreign-born people in Manistee county are emigrants from the northern counties of Europe. Large numbers of them have already declared their intention of attending the meetings and English classes.

CO-OPERATION OF LUNAS IN AMERICANIZATION.

The L. Candee Co., of New Haven, Conn., which is conducting classes in English in its plant, offers the following suggestion to its foremen:

"Why not have an Americanization school if the foreman talks to his employees in Italian, French, or Polish? What greater incentive could be set for your men and women to learn English if you refused to speak anything else? English is contagious. Let us make the Candee factory an English-speaking factory. One language in America; one language at Candee."

The sessions last one hour and a half and the pupils are paid 25 cents at each session.

TWELVE MILLION LAME DUCKS.

There are about 25,000,000 boys and girls of school age, 6 to 18 years, marching along the great highway of youth. Numerous investigations show that at least 50 per cent of these have defects and ailments that impede normal development in greater or less degree; that they live, at home and at school, in conditions more or less unhygienic; that they lack the positive physical education—play, athletics, gymnastics, work—necessary to realize their potential man and woman power.

TAKING THE MOVIE TO SCHOOL.

While from Comenius down educators have recognized the value of the eye appeal in school instruction, nevertheless, the development of practicable plans for systematizing and making available to the school the wealth of material in the field of visual representation has been accomplished only within the past two decades.

Twenty years ago penny reproductions of great paintings brought the masterpieces of fine art into the schoolroom, thereby greatly increasing the appreciation of good pictures. About 12 years ago the commercial possibilities of employing the lantern slide and the sterograph in the schoolroom were recognized. A plan was projected which has resulted in the assembling of slides and sterographs covering the world's important features—geographical, historical, agricultural, industrial, artistic. These have been grouped in sets and classified for school use by an editorial board of distinguished educators and specialists at whose head is Charles W. Eliot.

The educational possibilities of the moving-picture film were quickly recognized, but successful plans for the systematic use of films were not forthcoming until within the past five years. In 1913 Wisconsin University organized an educational film service for the State which, in modified form, has been accepted by other States. The tendency, as the movement has developed, has been to establish in connection with State departments of education a division charged particularly with the task of collecting and distributing not only film but other types of visual aids to education as well. To supplement such State collections many of the larger cities are organizing divisions of their own and supporting them by drawing upon their own school funds.

The utter lack of adequate means of guarding the life and health of mothers at childbirth has led to the strikingly high maternal death rate found in a recent survey of a lowland cotton-raising county and of an inaccessible mountain county of North Carolina, says a recent report of the Children's Bureau of the Department of Labor.

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WHO SHOULD BE ADMITTED TO HAWAII'S HIGH SCHOOLS?

Admission to high school is now, as a rule, based upon the completion of a prescribed amount of academic work. As a result many over-age pupils either leave school altogether or are retained in the elementary school when they are no longer deriving much benefit from its instruction.

Should a similar conception of the articulation of the two schools continue after the elementary program has been shortened to six years, similar bad results will persist.

Experience in certain school systems, however, shows that the secondary school can provide special instruction for over-age pupils more successfully than the elementary school can.

Consequently we recommend that secondary schools admit, and provide suitable instruction for, all pupils who are in any respect so mature that they would derive more benefit from the secondary school than from the elementary school.—From report of the National Education Association Commission on the reorganization of the secondary education.

TRAVELING INDUSTRIAL EXHIBITS IN THE SCHOOLS OF DENMARK.

A practical idea, though still in the experimental stage, has met, so far as tried, with enthusiastic success in the agricultural and village schools of Denmark. It consists of a series of industrial exhibits selected and adapted to be transported from school to school—a series, in fact, of traveling industrial museums.

The articles to be exhibited are selected with reference to local requirements. In a general way they can be selected with a view to describing the production of the raw material and finished products in glass, iron, plant oils, petroleum, soap, glycerin, sugar, paper, cotton, wool, flax, and various textile stuffs; leather, its tanning and the processes in the production of a boot; articles in clay, porcelain, colors, cement, pencils, tea, coffee, cocoa.

Cases suitable for ordering and grouping the articles and also adapted for transporting them from school to school can readily be provided. A brief text or syllabus accompanies each exhibit and furnishes the basis for the teacher's lecture to his pupils.

Thomas A. Edison advocates a great film library of educational and industrial subjects to be built up in Washington. "These films could be issued on the rental system to all institutions in the United States, even to the most remote rural school houses, and the system could be so operated as to pay its own way."

AMERICANIZATION

The annual report of Mrs. McNaught, Commissioner of Elementary Schools, is out, and contains interesting matter on Americanization. After the statement that "we know now, as we never have known before, that the work of all teachers is Americanization," she gives, in an articulate series of phrases, the following fine bit: "Americanization means patriotism, not Jingoism; service, not conquest; sympathy, not pride; equality, not dominance; democracy, not anarchy; humanity, not intolerance; not hatred to any but love to all."

ALIEN PARENTS AND AMERICAN CHILDREN.

"How can we Americanize our foreign-born parents?" is the title to a prize essay of a girl of 12 which was recently published in the Education Bulletin of the State of New Jersey. The offering of this prize was part of the movement which the State Board of Education has been carrying on to aid in bridging the gap between foreign-born people and their Americanized children.

The essay follows:

"Do you know what a 100 per cent American means? Many of us have the wrong idea in thinking that he is a person born or naturalized in our country. No, that is not enough. He is a person who believes in American ideas and ideals. You of foreign birth need not forget the teachings of your old homes. Just translate them into the thoughts of America. Don't let people speak of your neighborhood as if it were a foreign settlement.

"A man nowadays must keep up with the news. I know that many of you read the papers printed in Polish, Jewish, German, or Hungarian; but in order to get the American point of view, you must read the English papers. It is only natural that American ideas can be best expressed in the mother tongue. But the question is, 'How are we going to learn the language?' To the children of America who wish to Americanize their parents I say, 'Teach them this language which you, in the public schools, have learned to read and speak so fluently.' To the older people I say, 'Let them teach you. Go to night schools. Go to the Americanization meetings. Go to school in your own homes, and learn from your own children how to be real Americans.'"

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SOLVING HAWAII'S LABOR PROBLEM.

(Concluded from page 7)

These boys did all that it has been said cannot be done in Hawaii in connection with the sugar industry. They worked in the blazing sun; they handled hoes and picks, they dug in the dirt, and they did their work well.

Testimony of the Plantation Manager.

The Manager of the plantation, at the end of the period, gave his testimony as to the success or failure of this enterprise in the following language:

"In regard to the work performed by the Boys' Working Reserve, I will state that at first we were a little discouraged, but their work during the last month was excellent, and I would not hesitate to take them on again during their next long vacation.

"Their work on the whole, from a dollar and cents standpoint, has been of great benefit to the plantation, and I would state that the enterprise has fully paid the plantation for all our difficulties in handling the boys at first. They certainly delivered the goods, and our expenses along these lines were well invested.

"Although there were only two or three white boys in the camp, there was enough of a demonstration to show that white boys, Portuguese, Hawaiians, Japanese and Chinese could work together, and get along very satisfactorily.

"I am now fully convinced that boys can be assembled from the city, and successfully organized in a plantation camp and that these boys can do good work in our fields on any class of labor to which they are assigned, and that the white boy and Hawaiian boy can work in the same plantation fields, and gain in health and pocketbook just as well as any Oriental boy, and as a final test to the whole business, they can deliver the cash and dividends."

Boys Wanted More Work.

This is not all. The period of summer vacation work was so arranged that the boys should have two weeks at home before the opening of the fall term of school, they having left for the plantation immediately after the close of school.

Three days after the boys had returned home a party of ten called on the Executive Secretary of the U. S. Boys' Working Reserve in Honolulu, stated that they were tired of loafing and asked if work could not be secured for them on one of the Oahu plantations so that they might work during the remaining days of the vacation.

It was impossible to secure employment for these boys on any of the Oahu plantations. But the spirit and enthusiasm of the boys shows that sugar plantation work can be made attractive to hundreds of boys in the City of Honolulu, and an increasing number of boys now resident in the vicinity of plantations.

Manager Wants Boys Again.

The manager for whom these boys worked has stated that he hopes to have another similar camp during the summer of 1919.

The problem which was thus put up for the U. S. Boys' Working Reserve to solve appears to have been clearly demonstrated.

Contention is not made that the U. S. Boys' Working Reserve will solve all the labor problems of the Territory of Hawaii. The experiment which the Reserve made does show, however, that the humanizing of the industry and appealing to the youth to enter agricultural work is not impractical or visionary.

Some may say that these boys worked under the inspiration and pressure of war conditions. This is true. The war conditions furnished the opportunity to demonstrate what could be done. It proved, however, that the opportunity exists and that the boys are willing. What remains for the future is a proper presentation so that the opportunity appeals to the boys, under normal conditions.

Elements Necessary for Success.

Success in the enlistment of our own people in our own industry, thus building up a splendid community of citizen workers, means that the effort must be:

First—carefully studied, but not so much time spent in studying that nothing is done;

Second—accompanied by intelligent publicity as forceful and striking as the advertising and propaganda programs of war times.

Many will say that our laboring population is ignorant, can't read, and does not understand publicity. The war publicity in Hawaii absolutely disproves this. The men who say "it can't be done" are utterly discredited;

Finally—liberal financial investment in human welfare.

Humanizing the Sugar Industry Pays.

Such success also means a radical change in the attitude of quite a portion of our people in these Islands. This includes the people laboring under the impression (with some it is an intolerant conviction) that Hawaii should forever be a community of coolies and a few other human beings more advanced in the scale of intelligence, who are merely working from day to day to accumulate enough money to go elsewhere and settle.

If people who think in these terms cannot be convinced of the practicability of a reform through an appeal to their humanitarian motives, they certainly should be able to understand and acquiesce when they know that the humanizing of the sugar industry pays in dollars and cents. It pays as certainly as the victory of American democracy over Prussian autocracy is a paying proposition.

Money has been spent with a most liberal hand to import laborers for our sugar plantations. Individuals, corporations and enterprizes of every character have willingly paid special taxes to increase our human manpower.

Home Supply of Labor Sufficient if Conditions Are Right.

Experience will undoubtedly prove that money spent with a more liberal hand for making the surroundings of our own people more livable and human, will more than supply the demand of the situation. Such use of money will serve the double purpose of financial and industrial betterment, as well as transformation of the Territory of Hawaii from a collection of people living in "boarding houses," to an American commonwealth of men and women who enjoy hard work, have some time for play, and above all, take pride in establishing permanent homes in this land of opportunity.

When some of our people fret and sneer at such suggestions of progress, it is gratifying to realize that their discomfiture is near at hand, since the younger element connected with the present day sugar industry is already in motion to do the work of solving the labor problem of Hawaii by humanizing the industry.

THE FUTURE OF HAWAII AND THE SCHOOLS.

(Concluded from page 4)

boy in the states, son of a wealthy farmer, has flatly refused to accept the home farm as a gift, and has gone to the city, into relatively menial employment. Until the social and community rewards of rural work are much more apparent than they are now, none but the lowest classes of labor will perform this work. The problems of industrial education are **not merely** problems of industry, of education, or of economics; they are problems that have to do with our whole philosophy of life. Just as long as the adulation of the world goes to the man who "makes money" rather than to the man who makes **crops,** just so long will boys leave farming and flock to the cities.

The majority of boys and girls want a schooling that will fit them as **earners.** Our normal school and commercial courses in the high schools have grown rapidly in recent years; similar courses in **rural industries** would likewise grow. In all parts of the mainland industrial education has made tremendous strides; today there are literally thousands of industrial schools and courses. All high schools and upper grammar grades in Hawaii should have strong departments in Hawaii's agriculture.

3. Universal Education.

The third great educational problem in Hawaii is that of universal education. By this I mean, not that working people are to be educated until they are "too good to work," but that they are to be educated as **good workmen,**—toward the job, not away from it. Ignorant labor is **bound** to be inefficient labor; **cheap** labor, in a **human** sense, is inevitably very expensive labor.

One of the great ideas that the United States has gotten out of this war is not universal **military** service, but **universal service,**—every man, woman and child doing most effectively that which he or she is fitted to do. In an ideal democracy there can be no idlers; the idle rich are as great a menace, if not a greater menace, than the idle poor.

Universal service demands **universal education.** Not merely academic education; not merely book-learning; but education in terms of every type of human labor. To talk of the "dignity of labor" is but using an **empty phrase** unless we mean to train boys and girls, men and women, in terms of the creative power of all useful labor.

Our present system reaches only a fraction of the population; and this fraction only for a few years. Universal education involves a territory-wide system of kindergartens; schools of citizenship for aliens; schools for the women who are to become voters; trade schools; schools for illiterates; public library extension; agricultural extension work, such as now begun by the county agents; supervised playgrounds; schools in home-making. This may sound like a purely idealistic program, but many of the states are accomplishing it, and Hawaii is asking for statehood. Universal education in Hawaii can be accomplished, **not so much** by the establishment of new institutions and organizations, with their expensive overhead, but by carefully-planned, gradual enlargement and extension of the present public school system. We can afford to make haste slowly, but ever keeping the goal in view.

Hawaii has unusual opportunities, and a remarkable history and background, for the accomplishment of this enlargement of education. The medieval idea of education was of the cloister, seclusion, book-learning; the Twentieth Century idea includes every domain of human labor, and of all the children of all the people. Education for service; training for Hawaii's daily work; in these Hawaii can plan for a glorious and prosperous future.

FEDERAL MANUAL TRAINING SCHOOLS IN BRAZIL.

The President of Brazil approved on June 12 the regulations drawn up by the minister of agriculture, industry and commerce for the establishment of manual training schools, maintained by the Federal Government, in every State of the Republic and in the Federal District, according to Vice Consul Momsen, at Rio de Janeiro.

Each school is to have five workshops, equipped in accordance with the prevailing industries of the district. The normal period of training will be four years, students being admitted between the ages of 10 and 16.

The newly formed Inter-Racial Council, in New York, of which Coleman du Pont is Chairman, issued a statement on February 26 setting forth the objects of the Council by announcing that it indorses a bill to be presented to Congress proposing that persons of foreign birth and native illiterates be educated and asking an appropriation of $12,500,000 for that purpose. Charles E. Hughes and Lindley M. Garrison were among the organizers.

PHYSICAL EDUCATION IN HAWAII'S SCHOOLS.

(Concluded from page 3)

The plans for grade schools should be made by a supervisor of physical education in each county and these plans carried out by the individual schools.

2. Each high school should have a physical instructor for boys and one for girls, each one carrying out a plan whereby **every** boy and girl can engage in health-giving games and sports. These can be greatly varied and suited to the tastes and whims of the individuals, so far as that is desirable.

Interscholastic contests should surely be subordinated to the interests and welfare of the whole body of students.

3. The normal and teacher training schools should have not only a program of physical education for the development of the teacher candidates themselves, but also a thorough training in the art of teaching school children how to develop their bodies along with their minds. They must be given, also, a full sense of appreciation of the vital importance of this side of education. The principals must have a keen appreciation of this in order to pass it along to the future teachers.

4. The Territorial Board of Commissioners of Public Instruction should pass a ruling that after 1922 (or some other convenient date) no person shall be appointed to teach in a public grade school who has not had satisfactory training in physical education methods.

Such a rule is strongly recommended for each state by the National Collegiate Athletic Association and the National Committee of Physical Education appointed by U. S. Commissioner of Education.

Of course, there might be many exceptions made under this rule, but its existence and its operation in the majority of the appointments would more quickly bring about the desired result—a force of teachers educated physically as well as mentally and with a keener appreciation of the importance of both.

5. The program of class-room instruction should be revised to include study of hygiene and allied subjects. I am aware that such things are taught now, but there is seldom much life to the teaching.

At regular intervals (perhaps once each year) medical examinations should be made of all the children. This serves the double purpose, first, of locating specific weaknesses, in individuals and giving a definite basis for assigning certain forms of exercise for overcoming those weaknesses, and, second, of affording visible evidence of growth and development.

Equipment.—A vital mistake is commonly made of thinking that such a program cannot be carried out without an elaborate equipment. The very elaborateness of equipment may kill the heart of the thing. The more simple the equipment and the more ingenious the supervisors and instructors and leaders, the more successful will the program be. I have seen graduates of large, finely equipped high schools go from the thoroughly and expensively equipped chemical laboratories into commercial work and be wholly unable to make good—because their apparatus was so adequate that they never were put to it to **devise** something, to **construct** apparatus. Their ingenuity was not developed.

Let us not do that in their play. Do not turn out from our schools folks who cannot play, who cannot enter into body building recreation unless they have an elaborately equipped gymnasium or athletic field.

A HAPPY BODY.

Every teacher in Hawaii knows that the school child must have a sound, clean body if he is to do effective school work. The following is a suggestive pupil's report form:

1. I washed my hands before each meal today.

2. I washed not only my face but my ears and neck, and I cleaned my finger nails today.

3. I tried today to keep fingers, pencils and everything that might be unclean out of my mouth and nose.

4. I drank a glass of water before each meal and before going to bed, and drank no tea, coffee, or other injurious drinks today.

5. I brushed my teeth thoroughly in the morning and in the evening today.

6. I took 10 or more slow, deep breaths of fresh air today.

7. I played outdoors or with windows open more than 30 minutes today.

8. I was in bed 10 hours or more last night and kept my windows open.

9. I tried today to sit up and stand up straight, to eat slowly and to attend to toilet and each need of my body at its regular time.

10. I tried today to keep neat and cheerful constantly and to be helpful to others.

11. I took a full bath on each day of the week that is checked.

AMERICANIZATION

The proposed Federal aid for the Americanization of the 13,515,886 foreign born immigrants in the United States, would be $7,500,000. New York would receive the largest share, $1,525,146. Pennsylvania, Illinois, Massachusetts, New Jersey, Ohio, and Michigan would follow in this order with diminishing amounts; and California would be eighth in the list with $325,469. Our share for the removal of illiteracy would be the 31st in the list ($17,623); and for equalizing educational opportunities, (proportioned to the number of teachers) 10th in the list, with $1,391,730. For the physical education, California's share of the $100,000,000 would be $2,669,424, which sum is to be matched, dollar for dollar, by the state's appropriation.

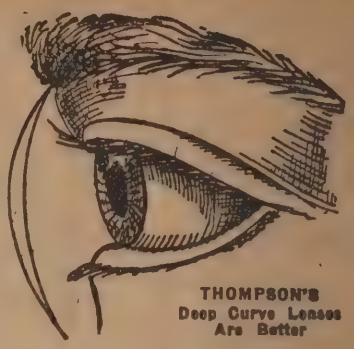
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HAW

Hawaii Educational Review

TRAIN HAWAII'S CHILDREN FOR SUCCESSFUL LIVING IN HAWAII

Vol. VII. No. 5. MAY, 1919. Price 10c.

"Hawaii's public school teachers and pupils are all Americans."



KOLOA SCHOOL, KAUAI

THE TERRITORY OF HAWAII IS AN INTEGRAL PART OF THE UNITED STATES OF AMERICA.

EVERY SCHOOL DAY HAS A CASH VALUE TO EVERY SCHOOL PUPIL.

The Solution of the Labor Problem in Hawaii

By K. SHIBAYAMA.

Awarded First Prize.

The prosperity of Hawaii depends mainly upon the development of its productive industry; and the future of the sugar, pineapple and all other productive enterprises in Hawaii, is largely dependent on how the problems concerning labor are solved.

The labor problem in Hawaii is therefore worth consideration by men wishing for the prosperity of Hawaii.

Dominant Feature Is Labor on Sugar Plantations.

Nearly 80 per cent of the total products of Hawaii is sugar, consequently, in dealing with the labor problem in Hawaii it is proper to study the question in connection with the sugar plantation.

When a solution is found to the labor problem in the plantation, the whole question will be solved elsewhere.

The main feature of the present labor problem in the plantations is doubtless the much discussed shortage of labor and the question how to secure a sufficient supply to replace it. To this question naturally follow the questions of importation of new immigrants; of what race to be imported; of wages and other treatment; of higher efficiency and of coming generations.

A real solution to the labor problem in Hawaii, therefore, must furnish a satisfactory solution to all these questions, as far as possible. Such a solution must also be of a permanent character and not a temporary one, for the latter carries with it a possibility of repetition of the same problem.

What Races Are Best Fitted to Be Laborers in Hawaii?

Since Hawaii is a part of the United States, it is a matter of course that the Territory is desired to be perfectly Americanized. Further, as an ideal, it is hoped that Hawaii will be made a white men's Hawaii in its real sense. For this purpose Hawaii has spent in recent years a large amount of money in efforts for importation of European immigrants and for encouragement of landed farmers. However, owing to reasons which make Hawaii unfit to become a white men's Hawaii, all these efforts and expenditures have failed to attain the desired object.

The most important among these reasons is the fact that Hawaii is separated from the mainland by a great ocean. This great distance between Hawaii and the continent places the former in a very disadvantageous position, for Hawaii has to pay a large expense to place its products in market, while on the other hand it has to pay considerably more for all necessaries.

As the result of this drawback, capitalists in Hawaii are not able to give to their laborers the same treatment as in the continent, while on the other hand laborers will naturally expect to get more than what is paid in the mainland on account of the greater cost of living.

In addition, arable lands in Hawaii are limited; and the greater part of this limited area belongs to a comparatively small number of land owners. Consequently, there is little or no chance left for laborers to become middle class.

Under these circumstances, unless there is an influx of laborers in the mainland, it is an almost impossible task to induce white laborers to come to Hawaii or to make them stay here when imported.

In other words, at present and in the near future, while there is a great receptacle in the mainland to receive laborers, it is altogether impossible to make the labor circle in Hawaii a white man's community.

As the inevitable alternative, the development of Hawaii's industrial enterprises, at present and in the next generation, has to depend upon Oriental laborers and their successors.

Reasons for the Labor Shortage.

In recent years, especially since the beginning of the great war, a shortage of labor has been felt, and various inconveniences have already made their appearance in sugar plantations. It has become so acute that the production of sugar is even curtailed. The government and people are working together to find a remedy for this newly created situation.

Before dealing with the possible sources of labor supply to make up present shortage, we must know first what are the causes which brought about the present situation.

The present shortage of labor can be traced to the following:

1. Ban on Oriental Immigration.—The exclusion of Chinese laborers by the United States and the strict restriction placed by Japan on immigration of her subjects to America, have completely cut off fresh supplies of Oriental labor in Hawaii.

2. Removals to Continent.—During the past several years a greater portion of the Spanish, Portuguese and Russian laborers imported by the Territorial Government and a considerable number of Filipinos brought

(Continued on page 17)

PLENTY OF WHOLESOME PLAY IS AN ESSENTIAL PART OF EDUCATION.

The Importance of the Teacher in the School Organization

Jasper T. Palmer, Mount Vernon, New York

The teacher is as human, often as intelligent and able, and not infrequently possesses equally as good power of leadership and organization, as the college professor, superintendent, principal, or supervisor, who are more conspicuous on the platform of educational gatherings, more prominent on the pages of educational magazines, and more frequently called upon to lead educational conferences. Do we, as school heads and supervisors, utilize this wonderful mass of resources as we should? I believe we do not.

Teachers are worth much more to us than we have realized. Unfortunately they have been led to feel that they are followers and subservient to the will of higher authority, and to take things as a matter of course; and the majority of teachers are contented with this order of things, too. We should get much more out of teachers than we do. I do not mean more of the routine drudgery, but more in the way of organization of the whole school work. Make the teachers business partners and give them the privilege of sharing the profits.

The superintendent who is able to bring out from his corps of principals the best there is in them, and the principal who is able to develop the resources within his teaching force, are the ones who make the greatest educational progress. Many a splendid teaching force has undoubtedly failed to accomplish things either through the very personal ambitions of superior officers or through the lack of ability to utilize the forces that may be found within the teaching body.

I say bring the teacher to the front; give her greater responsibilities in the shaping of our work. She is capable of carrying off the responsibilities imposed upon her, but—and here is where many fail—give her recognition. Let it be our work, not my work; yes, and her work; and call her by name as opportunities present themselves.

There are many ways in which teachers may be enlisted in active service. First, let them know that something is really expected of them besides doing the endless amount of clerical work accurately, and following dictated methods and courses of study well, and guiding and directing classroom discipline without friction. Frequently ask teachers' opinions. Encourage them to "try out." Permit them to suggest. The results of their findings through experience are worth far more than anything that can be copied from some other city or compiled by superintendents and principals who have framed the work from theory, largely.

Ask a teacher to lead a conference on a matter affecting the school as a whole. Take her into your confidence in the administration of the building. How many teachers would dare approach the principal or superintendent and tell him in a friendly way that they thought he was pursuing a poor plan, and suggest a different course? I say dare, because they are not supposed to.

Many teachers have little or no interest in th eschool's progress as a whole; the sharing of interests and responsibilities will break down such barriers and apparent indifference. Give the teacher every opportunity to criticize and advise on every feature of school work—constructive criticism, of course, and advice that emanates from genuine interest. No principal is infallible. He makes many mistakes; the teachers see them. Do we ever think of that?

To get criticisms and suggestions the principal must ask for them. The correct spirit of active cooperation must be worked up. Frequent conferences with individual teachers and groups of teachers are advised. I say conferences, a term which means more to me than the much-despised term "teachers' meetings." The conference puts all concerned on an equal footing; the principal or teacher may be the leader, not the dictator. Confidential questionnaires have a place. Following are some questions which have been advanced with effective results:

Can you suggest an improvement in our building organization?

Can you suggest a better arrangement of programs?

Can you suggest an improvement in the opening program, the dismissals or the passing of lines?

What have you to suggest in connection with our assembly work?

What recommendations on the courses of study have you to make?

Do you feel that you are making good progress with your classes? If not, what appears to obstruct the progress? Any questions or suggestions?

Name some feature of our school work that you think should be discussed at our next conference of teachers?

In order that replies to such questions shall be of real value, teachers must have genuine confidence in the questioner and be absolutely frank themselves.

One naturally looks to the superintendent, principal, and supervisors as superiors in the teaching force. The superintendent and principal are usually in these offices because of marked natural aptitudes in the way of leadership, executive ability, etc., but the superiority is often overemphasized and misunderstood, I believe.

The supervisor of drawing is usually an artist, and especially trained in his line. The supervisor of music is skilled in his adopted profession. The same should

(Concluded on page 16)

IN A DEMOCRACY, NONE ARE SO DANGEROUS AS THE HALF-EDUCATED.

The Use of Equipment

H. M. WELLS.

"Equipment due to effort since last report, 5 per cent. Illustrative matter used in presenting lesson, 10 per cent."

These extracts from the Supervising Principals' report on teachers show the high value placed by the Department on equipment and its use.

As the above implies, there is a distinction between equipment and illustrative matter. All equipment should, at the proper time, be used as illustrative matter, but most illustrative matter is not equipment. Many lists of "equipment due to effort" are padded with illustrative matter that represents little effort, and certainly is not equipment.

Equipment has permanence. Illustrative matter is temporary. A collection of pictures bearing on a certain branch of a subject, whether in chart or scrap book form, or even preserved in envelopes, may be classed as equipment. A single picture taken from this collection might serve as illustrative matter for a given lesson. But the single picture brought in by itself would hardly have the dignity of "equipment due to effort."

Blackboard and wall decorations, including pictures, may be reckoned, collectively, as equipment. This kind of equipment, however, should not be of such "permanent" character as to present the same aspect month after month and year after year as is sometimes the case. These decorations should be adapted to grade, attractive, artistic and educative. An attractive calendar, seasonable drawings and blackboard borders depicting scenes from the stories of the term, are cases in point. A few artistic pictures, preferably in colors, and not a confused jumble should be the aim. A new picture every few days or a fresh drawing will help to make the school home attractive to the youngsters. Certainly no teacher would expect to receive credit twice in succession for identical room decorations.

But room decoration should be the beginning, not the end of the use of pictures as equipment. Picture charts are useful in teaching primary classes in Hygiene, Geography, Language and Number lessons. Such charts have the advantage over loose pictures of being better preserved, and of being compact, and thus more easily quickly shown to a class.

Pictures are very useful, also, in the grammar grades. This is especially true in the study of Geography and History.

A heterogeneous collection, however, is of little value. They should be segregated according to some system of classification, mounted on cardboard, and preserved and tagged by the use of envelopes. Or, they may be placed in scrap books or on charts, each devoted to a certain branch of a subject.

Such sets of pictures are not the work of a day, but of months and years. If a teacher is constantly on the lookout for such things, it is surprising how many will come to hand.

But pictures by no means cover the whole range of equipment. For the teacher of primary Arithmetic, considerable equipment is not only desirable, but almost indispensable. The objects used in development should be varied and attractive. There is nothing particularly exciting to a normal child in the fact that $3+4=7$. Nor is this number fact made any more entrancing by the eternal use of dirty erasers and bits of chalk for counters. "Nice, now!" was the way one youngster put it when his teacher began to substitute picture charts, say of three dogs and four dogs. Perhaps the most useful single bit of equipment for number development is the abacus. In lieu of this, bright colored spools strung on a wire in plain view of the class may be used.

After development, comes drill. Number charts, flash cards, large cardboard circles for circle drill, wheels of fortune; these are some of the useful articles of equipment for this purpose.

No table of measure should ever be taught without the actual units of measure for their development. Even the units of square and cubic measure should be at hand, and actually used as measures sufficiently to give pupils a real idea of surface and volume.

Among other articles of equipment in advanced classes in Arithmetic, are plane figures of many forms, cut from cardboard, and representations of various solids also made from cardboard. Business forms of all kinds, including bank forms, may also be mounted on stiff paper or arranged in scrap books.

Equipment that it is possible to collect for advanced Geography classes is almost endless. Besides the sets of pictures spoken of above might be mentioned maps of all kinds, including railroad maps, home-made product maps, relief maps, etc.

Specimens illustrating many products of the Islands and of the United States, including various manufactured products may be had for a trifle. (See Educational Review for December, 1916).

Specimens of lava, tufa, sandstone, coral, soils, crystals, etc., gathered from various parts of your island

(Continued on page 14)

WE ARE ALL WORKING TOGETHER FOR THE BOYS AND GIRLS OF HAWAII.

The 1919 Legislature and Teachers' Salaries

ACT 107

AN ACT to Amend Section 297 of the Revised Laws of Hawaii, 1915, Relating to Maintenance of Schools and Salary Schedule:

Be it Enacted by the Legislature of the Territory of Hawaii:

Section 1. Section 297 of the Revised Laws of Hawaii, 1915, as amended by Act 114 of the Session Laws of 1917, is hereby further amended so as to read as follows:

"Section 297. Salary schedule. The department of public instruction is authorized, empowered, and directed to prepare a salary schedule to cover the compensation to be paid all teachers, supervisors, and principals. Such schedule shall be based upon a classification of schools, classification of teachers' certificates, and length of service; provided, however, that the schedule as to salaries of principals and supervisors shall be based also upon the number of teachers under their direction. Such schedule, when approved by the governor, and published at least three times in some newspaper of general circulation printed and published in Honolulu, shall have the force and effect of law. Such schedule may, from time to time, with like approval, and publication, be altered, amended, or revised. All salaries of teachers, supervisors and principals shall be paid according to such schedule. The total number of teachers, exclusive of vocational teachers, supervisors and such principals who do not teach but who may be continuously employed by the department in any one year, shall not exceed one for every thirty-five pupils enrolled in the public schools at the time of the highest enrollment during the preceding year, plus an estimated increase of not more than five per centum (5%) in such enrollment after September first of the current year. Provided, however, that the monthly payroll of teachers, supervisors and principals, shall not exceed the sum of one hundred eighteen thousand dollars ($118,000) per month, plus eighty-five dollars ($85.00) additional for every thirty-five children of school age above an enrollment of the public schools in excess of thirty-six thousand. And the treasurer of the territory, in making up his estimates of funds necessary to be raised out of the real and personal property taxes to meet such monthly payroll, shall take into consideration the estimated increase of not more than five per centum (5%) in the enrollment as aforesaid, after September first of the current year and the consequent increase in the number of teachers and in the amount of said payroll which will be necessary.

Section 2. All laws and parts of laws inconsistant with this Act are hereby repealed.

Section 3. This Act shall take effect on September 1, 1919.

Approved this 21st day of April, A. D. 1919.

(S) C. J. McCARTHY,
Governor of the Territory of Hawaii.

THE SENATE OF THE TERRITORY OF HAWAII.

Honolulu, T. H., April 19, 1919.

We hereby certify that the foregoing bill passed its final reading in the Senate of the Territory of Hawaii on April 19, A. D. 1919.

(S) CHAS. F. CHILLINGWORTH,
President of the Senate.

(S) O. P. SOARES,
Clerk of the Senate.

THE HOUSE OF REPRESENTATIVES OF THE TERRITORY OF HAWAII.

Honolulu, T. H., April 15, 1919.

We hereby certify that the foregoing bill passed third reading in the House of Representatives of the Territory of Hawaii on April 15, A. D. 1919.

(S) H. L. HOLSTEIN,
Speaker, House of Representatives.

(S) EDWARD WOODWARD,
Clerk, House of Representatives.

Honolulu, T. H., April 26, 1919.

To the Superintendent and Commissioners
of Public Instruction,
Honolulu, T. H.

Sirs:

We are requesting the Superintendent of Public Instruction to sign, officially, the enclosed salary schedule

HAWAII'S SCHOOLS, TO SUCCEED, MUST INTEGRATE CLOSELY WITH HAWAII'S BASIC INDUSTRIES.

for the Department of Public Instruction for the next biennium.

The increases, which are being given by this Legislature to the Departmentt, are based upon this schedule and are to be administered strictly in accordance with it.

We desire to have it clearly understood that there are to be no reductions, whatsoever, in salary. We shall take for granted that both the spirit and the letter of the "gentlemen's agreement" will be strictly followed by the Department during the next biennium, according to the terms of this schedule.

Very truly yours,

A. LEWIS, JR.,
Chairman, House Finance Committee.

R. W. SHINGLE,
Chairman, Senate Ways and Means Committee.

"THE GENTLEMEN'S AGREEMENT."

PROPOSED SALARY SCHEDULE (REVISED APRIL 4, 1919), DEPARTMENT OF PUBLIC INSTRUCTION, T. H.

I. Teachers Elementary Schools.	Present	Proposed
(1) Uncertificated	$ 40.00	$ 55.00
Permits: First Year	46.00	60.00
Second Year	51.75	65 00
(2) Primary Grade Certificates:		
First Year	57.50	75.00
Second Year	60.50	80.00
Third Year	66.00	85.00
Fourth Year	66.00	85.00
Fifth Year	71.50	87.50
Sixth Year	71.50	90.00
Seventh Year	77.00	92.50
Eighth Year	82.50	95.00
Ninth Year	88.00	100.00
Tenth Year and after	91.75	105.00

Note: The maximum salary for holders of a Primary Grade Certificate issued after August 31, 1919, will be $85.00.

Those teachers at present in the service, and who have on June 30, 1919, completed ten years of satisfactory teaching shall receive the maximum salary of the Grammar Grade Certificate.

(3) Normal School Certificates:		
First Year	$ 57.50	$ 75.00
Second Year	60.50	80.00
Third Year	66.00	85.00
Fourth Year	66.00	85.00
Fifth Year	71.50	87.50
Sixth Year	71.50	90.00
Seventh Year	77.00	92.50
Eighth Year	82.50	95.00
Ninth Year	88.00	100.00
Tenth Year and after	91.75	105.00

Note: The maximum salary for holders of a Normal School Certificate issued after June 30, 1919, will be $85.00.

(4) Grammar Grade Certificates and Normal Diplomas:		
First Year	$ 66.00	$ 85.00
Second Year	66.00	90.00
Third Year	71.50	95.00
Fourth Year	71.50	100.00
Fifth Year	77.00	105.00
Sixth Year	82.50	110.00
Seventh Year	88.00	115.00
Eighth Year and after	91.75	125.00

NO COMMUNITY IS BETTER THAN ITS HOMES.

II. Secondary Schools:

(1) Teachers in Normal Practice School and in grades of High Schools having upper Grammar Grades:

	Present	Proposed
First Year	$ 82.50	$100.00
Second Year	88.00	105.00
Third Year	93.50	110.00
Fourth Year	99.00	120.00
Fifth Year and over	110.00	130.00

(2) Teachers in Secondary Schools:

First Year	$ 91.75	$110.00
Second Year	101.00	120.00
Third Year	110.00	130.00
Fourth Year	131.25	140.00
Fifth Year	131.25	150.00
Sixth Year	131.25	155.00
Seventh Year	131.25	160.00
Eighth Year	131.25	165.00
Ninth Year	131.25	170.00
Tenth Year	131.25	175.00
Eleventh Year and over	157.50	180.00

III. Principals—Elementary Schools:

	1st Yr.	2nd Yr.	3rd Yr.	4th Yr.	5th Yr.	6th Yr.	7th Yr.
1 Assistants	$ 90.00	$ 95.00	$100.00	$105.00	$110.00	$120.00	$130.00
2 "	95.00	100.00	105.00	110.00	115.00	125.00	135.00
3 "	100.00	105.00	110.00	115.00	120.00	130.00	140.00
4 "	110.00	120.00	130.00	140.00	150.00		
5 "	120.00	130.00	140.00	150.00	160.00		
6 "	130.00	140.00	150.00	160.00	170.00		
7 "	140.00	150.00	160.00	170.00	180.00		
8 "	150.00	160.00	170.00	180.00	190.00		
9 "	160.00	170.00	180.00	190.00	200.00		
10 "	170.00	175.00	185.00	195.00	210.00		
11 "	180.00	185.00	190.00	200.00	220.00		
12 "	185.00	195.00	200.00	210.00	230.00		
13 "	190.00	200.00	210.00	220.00	240.00		
14 "	195.00	205.00	215.00	225.00	250.00		
15 "	200.00	210.00	220.00	230.00	260.00		
16 "	205.00	215.00	225.00	235.00	270.00		
17 " and over	210.00	220.00	230.00	250.00	275.00		

Note: There shall be no reduction in an assistant's salary when he is advanced to a principalship. A principal promoted to a larger school shall, in case his previous salary be larger than the initial salary of the larger school, be paid a salary one point next above that which he would receive in the former position, and he shall be given credit in the larger school up to the point so indicated by the salary.

There shall be no reduction in an assistant's salary when he is advanced to a principalship, but he shall be paid a salary one point next above that which he would receive in the former position.

Supervising Principals:

Oahu, two @	$325.00
Hawaii, two @	350.00
Maui, one @	350.00
Kauai, one @	350.00

Note: Supervising Principals shall pay all auto and traveling expenses from their salaries.

THE PUBLIC SCHOOL IS OUR MOST VITAL EXPRESSION OF DEMOCRACY.

DEPARTMENT OF PUBLIC INSTRUCTION.

PAY ROLL.

I. Teachers Elementary Schools:

Grade	No.	Present Schedule	Proposed Schedule	Total Present Schedule per Mo.	Total Proposed Schedule per Mo.	Increase per Mo.
(1)						
Uncertificated	96	$ 40.00	$ 55.00	$ 3,840.00	$ 5,280.00	$ 1,440.00
First Permit	5	46.00	60.00	230.00	300.00	70.00
Second Permit	7	51.75	65.00	362.25	455.00	92.75
(2) Primary Grade Certificates:						
1st Year	29	$ 57.50	$ 75.00	$ 1,667.50	$ 2,175.00	$ 507.50
2nd "	20	60.50	80.00	1,210.00	1,600.00	390.00
3rd "	10	66.00	85.00	660.00	850.00	190.00
4th "	10	66.00	85.00	660.00	850.00	190.00
5th "		71.50	87.50			
6th "	9	71.50	90.00	643.50	810.00	166.50
7th "	10	77.00	92.50	770.00	925.00	155.00
8th "	16	82.50	95.00	1,320.00	1,520.00	200.00
9th "	6	88.00	100.00	528.00	600.00	92.00
10th "		91.75	105.00			
(3) Normal School Certificates:						
1st Year	17	$ 57.50	$ 75.00	$ 977.50	$ 1,275.00	$ 298.00
2nd "	13	60.50	80.00	786.50	1,040.00	254.00
3rd "	8	66.00	85.00	528.00	680.00	152.00
4th "	12	66.00	85.00	792.00	1,020.00	228.00
5th "	9	71.50	87.50	643.50	787.50	144.00
6th "	10	71.50	90.00	715.00	900.00	185.00
7th "	10	77.00	92.50	770.00	925.00	155.00
8th "	3	82.50	95.00	247.50	285.00	37.50
9th "	6	88.00	100.00	528.00	600.00	72.00
10th " and after		91.75	105.00			
(4) Grammar Grade Certificates and Normal Diplomas:						
1st Year	100	$ 66.00	$ 85.00	$ 6,600.00	$ 8,500.00	$ 1,900.00
2nd "	109	66.00	90.00	7,194.00	9,810.00	2,616.00
3rd "	53	71.50	95.00	3,789.50	5,035.00	1,245.50
4th "	25	71.50	100.00	1,787.50	2,500.00	712.50
5th "	17	77.00	105.00	1,309.00	1,785.00	476.00
6th "	19	82.50	110.00	1,567.50	2,090.00	522.50
7th "	21	88.00	115.00	1,848.00	2,415.00	567.00
8th " and after	163	91.75	125.00	14,955.25	20,375.00	5,419.75

II. Secondary Schools:

(1) Teachers in Normal Practice School and in grades of High Schools having upper grammar grades:

1st Year	18	$ 82.50	$100.00	$ 1,485.00	$ 1,800.00	$ 315.00
2nd "		88.00	105.00			
3rd "	2	93.50	110.00	187.00	220.00	33.00
4th "	1	99.00	120.00	99.00	120.00	21.00
5th " and after	3	110.00	130.00	330.00	390.00	60.00
			TOTALS	$ 2,101.00	$ 2,530.00	$ 429.00

HAWAII'S SCHOOLS ARE THE WORLD'S MOST SIGNIFICANT MANIFESTATIONS OF INTER-RACIAL GOODWILL.

(2) Teachers in Secondary Schools:

	No.	Present Schedule	Proposed Schedule	Total Present Schedule per Mo.	Total Proposed Schedule per Mo.	Increase per Mo.
1st Year	18	$ 91.75	$110.00	$ 1,651.50	$ 1,980.00	$ 328.50
2nd "	13	101.00	120.00	1,313.00	1,560.00	247.00
3rd "	7	110.00	130.00	770.00	910.00	140.00
4th "	3	131.25	140.00	393.75	420.00	26.25
5th "	3	131.25	150.00	393.75	450.00	56.25
6th "	6	131.25	155.00	787.50	930.00	142.50
7th "	3	131.25	160.00	393.75	480.00	86.25
8th "	2	131.25	165.00	262.50	330.00	67.50
9th "		131.25	170.00			
10th "		131.25	175.00			
11th " and after	10	157.50	180.00	1,575.00	1,800.00	225.00
			TOTALS	$ 7,540.75	$ 8,860.00	$ 1,319.25
(3) Principals High Schools:						
	3	$210.00	$275.00	$ 630.00	$ 825.00	$ 195.00
	1	236.25	300.00	236.25	300.00	63.75
						$ 258.75
(4) Principal Normal School:						
	1	$236.25	$300.00	$ 236.25	$ 300.00	$ 63.75
III. Principals Elementary Schools:						
Max. 17 Assistants	8	$210.00	$ 275.00	$ 1,680.00	$ 2,200.00	$ 520.00
Max. 16 Assistants	2	210.00	270.00	420.00	540.00	120.00
4th Year 17 Assistants 1) Max. 14 Assistants 1)	2	210.00	250.00	420.00	500.00	80.00
2nd Year 17 Assistants	1	210.00	220.00	210.00	220.00	10.00
						$ 730.00
4th year 19 Assistants	1	175.00	250.00	175.00	250.00	75.00
2nd " 16 "	2	175.00	215.00	350.00	430.00	80.00
2nd " 15 "	1	175.00	210.00	175.00	210.00	35.00
2nd " 13 "	3	175.00	200.00	525.00	600.00	75.00
2nd " 12 "	1	175.00	195.00	175.00	195.00	20.00
3rd " 11 "	2	175.00	190.00	350.00	380.00	30.00
2nd " 11 " 2)	3	175.00	185.00	525.00	555.00	30.00
3rd " 10 " 1)						$ 345.00
2nd " 10 "	3	157.50	175.00	472.50	525.00	52.50
3rd " 8 "	1	131.25	170.00	131.25	170.00	38.75
2nd " 8 " 2)	4	131.25	160.00	525.00	640.00	115.00
3rd " 7 " 2)						
2nd " 7 " 3)	4	131.25	150.00	525.00	600.00	75.00
4th " 5 " 1)						
2nd " 6 " 1)						
3rd " 5 " 3)	9	131.25	140.00	1,181.25	1,260.00	78.75
Max. 3 " 4)						
4th " 4 " 1)						
Max. 5 "	1	110.00	160.00	110.00	160.00	50.00

THE PERSONALITY OF THE TEACHER DOMINATES THE CURRICULUM. SMILES, SERENITY, AND POISE CANNOT BE BOUGHT, BUT EVERY TEACHER CAN GIVE THEM.

Principals Elementary Schools—(Continued).

Grade	No.	Present Schedule	Proposed Schedule	Total Present Schedule per Mo.	Total Proposed Schedule per Mo.	Increase per Mo.
2nd year 6 Assistants 5)						
3rd " 5 " 1)	9	110.00	140.00	990.00	1,260.00	270.00
4th " 4 " 2)						
Max. 3 " 1)						
Max. 2 "	3	110.00	135.00	330.00	405.00	75.00
2nd " 5 " 1)	2	110.00	130.00	220.00	260.00	40.00
3rd " 4 " 1)						
Max. 1 " 1	1	110.00	125.00	110.00	125.00	15.00
4th " 2 " 1	1	110.00	110.00	110.00	110.00	
Max. 2 "	2	91.75	135.00	183.50	270.00	86.50
Max 1 " 2)						
2nd " 5 " 2)	14	91.75	130.00	1,284.50	1,820.00	535.50
3rd " 4 " 1)						
Max. 1 " 9)						
Max as Assistants	7	91.75	125.00	642.25	875.25	232.75
Max. 2 Assistants 1)	1	91.75	120.00	91.75	120.00	28.25
3rd Year 3 " 1)	1	91.75	110.00	71.75	110.00	18.25
2nd " 4 " 4)	4	91.75	120.00	367.00	480.00	113.00
2nd " 3 "	2	91.75	105.00	183.50	210.00	26.50
Max. as "	1	88.00	125.00	88.00	125.00	37.00
9th Year as "	1	88.00	115.00	88.00	115.00	27.00
3rd " 1 "	1	88.00	100.00	88.00	100.00	12.00
2nd " 2 "	1	88.00	100.00	88.00	100.00	12.00
2nd " 1 "	1	88.00	95.00	88.00	95.00	7.00
5th " 2 "	1	82.50	110.00	82.50	110.00	27.50
2nd " 3 "	2	82.50	105.00	165.00	210.00	45.00
2nd " 1 "	2	82.50	95.00	165.00	190.00	25.00
5th " 1 "	2	77.00	110.00	154.00	220.00	66.00
4th " 1 "	1	77.00	105.00	77.00	105.00	28.00
3rd " 1 "	1	77.00	100.00	77.00	100.00	25.00
2nd " 2 "	1	77.00	100.00	77.00	100.00	23.00
9th " as "	1	71.50	115.00	71.50	115.00	43.50
3rd " 1 "	1	71.50	100.00	71.50	100.00	28.50
2nd " 1 "	6	71.50	95.00	429.00	570.00	141.00
			TOTAL			$ 3,473.25
IV. Supervising Principals:						
Oahu	1	$210.00	$325.00)			
Oahu	1	262.50	325.00)			
Hawaii	2)		)			
Maui	1)		)			
Kauai	1)4	262.50	350.00	$ 1,522.50	$ 2,150.00	$ 627.50

TEACHERS' PAY ROLL.

Present Pay Roll		$ 83,750.00
Increase to New Schedule:		
Teachers' Elementary	$ 18,478.50	
Teachers' Secondary	2,070.75	
Principals	3,473.25	
Supervising Principals	627.50	24,650.00
Present Pay Roll advanced to new schedule		$108,400.00

RURAL CHILDREN SHOULD BE TAUGHT IN RURAL TERMS AND TOWARD RURAL LIFE.

—1920—

Advance Elementary Teachers 1 year:					
(1) 108	Advance $ 5.00		$ 540.00		
(2) 49	" 5.00		245.00		
10	" ——		——		
45	" 2.50		112.50		
6	" 25.00		150.00		
(3) 30	" 5.00		150.00		
8	" ——		——		
54	" 2.50		135.00		
6	" 25.00		150.00		
(4) 323	" 5.00		1,615.00		
21	" 10.00		210.00	$ 3,307.50	
Advance Secondary Teachers:					
(1) 18	Advance $ 5.00		$ 90.00		
3	" 10.00		30.00		
(2) 41	" 10.00		410.00		
14	" 5.00		70.00	600.00	
Advance Principals:					
49	Advance $ 5.00		$ 245.00		
69	" 10.00		690.00		
2	" 25.00		50.00	985.00	4,892.50
27 Additional Assistants @ $85			$ 2,295.00		
Allowance for Substitutes			1,000.00		3,295.00
AMOUNT REQUIRED EACH MONTH, JANUARY TO AUGUST, 1920					$116,587.50
Advance 1920 Pay Roll 1 year			$ 4,892.50		
Advance 27 Assistants @ $5			125.00	5,017.50	
48 Additional Assistants @ $85				4,080.00	
				$9,097.50	
Less 38 Assistants @ $10				380.00	8,717.50
AMOUNT REQUIRED EACH MONTH, SEPTEMBER TO DECEMBER, 1920					$125,305.00

—1921—

AMOUNT REQUIRED EACH MONTH JANUARY TO AUGUST, 1921					$125,315.00
Advance 1921 pay roll			$ 5,017.50		
Advance 48 assistants @ $5.00			240.00		
Advance 27 assistants @ $85.00			2,295.00		7,552.50
AMOUNT REQUIRED EACH MONTH, SEPTEMBER TO DECEMBER, 1921					$132,867.50

TOTALS.

1920 January to August	$ 932,700.00		
1920 September to December	501,220.00		$1,433,920.00
1921 January to August	$ 1,002,520.00		
1921 September to December	531,470.00		1,533,990.00
			$2,967,910.00

FADS AND FRILLS COME AND GO: THE SUBSTANTIAL SCHOOL FACTS AND METHODS REMAIN.

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WHEN YOU VISIT HONOLULU

The Travelers' Aid Department of the Y. W. C. A. extends a cordial welcome to the women and girls who may be visiting Honolulu. The department will be most glad to assist in any way those seeking information as to good boarding places, reliable chauffeurs, etc. At the Y.W.C.A. Homestead on King street, one can find comfortable, airy rooms, good cooking, and the friendly counsel of the House Secretary, while to those who are members of the Association, the Y. W. C. A. Beach House at Waikiki offers a charming place at which to enjoy swimming, beach suppers, etc.

The secretaries are always glad to give encouragement and friendship and visiting women and girls are urged to come to the main building at the corner of Hotel and Alakea streets, where they may avail themselves of the cozy restroom, library, cafeteria, gymnasium and all that goes to make the Y. W. C. A. a place of recreation, inspiration and rest.

GARDENING IN THE TRENTON SCHOOLS

Trenton, N. J., had 10 good-sized public school gardens last year, and more than a thousand home gardens were under supervision. The value of the vegetables raised was over $7000. This was a considerable increase over 1917, and plans have been made for a still greater increase in 1919. Miss Ruth Scott, the supervisor, believes that the educational value of gardening is "beyond estimate." She writes: "We hope especially to increase the garden instruction in the classroom, for the classroom is the true educational field for which the garden is the laboratory."

Three out of every four children in this country are suffering from some physical defect which might be prevented or corrected, according to school health authorities.

On Being in the Center of the Pacific Ocean

By Vaughan MacCaughey

"Where the broad ocean leans against the land."
—Oliver Goldsmith.

We dwellers in Hawaii, who give thought to the matter at all, have a curious dual feeling of isolation and neighborliness with the rest of the Pacific world. The sensation is indeed peculiar, for those of us who call Hawaii home, to gaze upon a map of the North Pacific, to comprehend the minute and trivial nature of Our Islands, and to visualize the vast watery stretches that lie between us and the rimward continents. No bit of land on our planet is so remote from all continental regions as is our little Hawaiiland. Gigantic abysses—one, two, three, four miles deep and over—surround us on all sides. Hawaii's dying mountain chain has only its uppermost peaks exposed to sunshine, air, and life; its roots lie amidst the black, icy, enormously heavy waters of the great deeps.

For untold ages these lovely isles lay, "a land of pure delight," a smiling garland on a summer sea, untenanted by man. Then came those stalwart Polynesian mariners, the primitive Hawaiians; later perhaps, storm-strayed Indians; then the astute Spaniards, who for three hundred years hid their secret of **Las Mesas,** the High Islands. Finally arrived that heroic circumnavigator, Captain James Cook, making Hawaii, in 1778, part of the known world. The sandalwood epoch linked Hawaii with China and New England; the whaling period made her hospitable ports the hub of the North Pacific. Our present period of sugar cane and pineapples has been able "to scatter plenty o'er a smiling land." Hawaii's fortunes and destines are now inextricably knit with America and with world democracy.

Today the quick pulsations of cable, radio, letter mail, periodicals of every description from all parts of the world, our own diverse and polyglot press, the frequent steamers, all keep us in unceasing communication with the world. California, the Northwest, British Columbia, Alaska, Siberia, Japan, Korea, Formosa, China, the Philippines, the East Indies, Australasia, the scattered islands of the South Pacific, Chile, Peru, Brazil, Central America and Mexico—these are our neighbors not in a merely rhetorical way, but in actual fact. London is not far from Honolulu; Tasmania is reached by easy stages; Sitka is straight over the rim; Africa is the next station beyond Cape Horn. Hawaii, unique in her natural isolation, is a splendid present testimony to the power of man to overcome space, and to make into one neighborhood the uttermost parts of the earth.

TO AMERICANIZE HAWAII WE TEACHERS MUST BE LOYAL AMERICANS.

Outline of "Rip Van Winkle"

By Miss Elsie Astleford.

I. Life of Washington Irving.

A. Parentage.
Born April 3, 1783.
His father was a Scotchman, his mother an English woman.
They came to New York in 1763.
Father became a merchant. He and his wife did much to relieve the suffering of the American prisoners during the war.

B. Boyhood.
Named after Gen. Washington.
Introduced to the President by his Scotch nursemaid.
Started to school at the age of four.
Was not fond of study, but became a great reader.
Favorite stories were "Robinson Crusoe" and "Sinbad the Sailor."
Had a great desire to travel.
Left school at the age of sixteen and began to study law.

C. Events of his later life.
First voyage up the Hudson; appreciation of the Catskill Mountains and the Hudson River.
Trip to Europe for the benefit of his health.
Governor Tompkins' aid and military secretary, with the rank of colonel in the war of 1812.
Visit to Europe 1815, remaining seventeen years.
Minister to Spain, 1842.
Last years at Sunnyside.
Died November 28, 1859.

D. Literary friends.
Sir Walter Scott, Charles Dickens, Thomas Campbell, William Thackeray.

E. Other writings.
The History of New York.
Life and Voyages of Christopher Columbus.
The Alhambra.
Life of Washington.

II. Rip Van Winkle.

A. Introduction.
1. After the failure of the brothers' mercantile business, in which Irving was a silent partner, he was forced to write to meet his living expenses.
Several sketches were written in London and sent to Henry Brevoort, in New York, and edited under the name of Geoffrey Crayon. "Rip Van Winkle," with other sketches appeared as the first number of a periodical which was offered for sale at seventy-five cents.
"The Legend of Sleepy Hollow" and "Rip Van Winkle" are the best loved of Irving's "Sketch Book," his most famous work.
"Rip Van Winkle" was represented to be a posthumous writing of Diedrich Knickerbocker, the author of "The History of New York." Read the introduction of Diedrich Knickerbocker to the public through the New York Evening Post.—Four Famous American Writers—Cody.

B. Suggestions for the story.
1. The Sleeping Beauty in the Woods.
2. Epimenides of Crete.
3. Seven Sleepers of Ephesus.
4. German superstitions about Emperor Frederick der Rothbart.
5. Peter Klaus of the Harz Mountains.

III. Historical Setting.

A. Exploration by Henry Hudson for the Dutch East India Company. (1609)—Half Moon.

B. Dutch settlement of New Netherlands.

C. Growth of the settlement under the direction of the Dutch Governors.
1. Peter Stuyvesant. (1647—1664.)
2. Dutch Life.

D. Conflict with the Swedes.
1. Ancestors of Van Winkle accompanied Stuyvesant to the siege of Fort Christina.

E. English Conquest. (1664.)

F. Revolutionary period.
1. Tories.
2. Battle of Bunker's Hill.
3. Stony Point.

G. Period of Democracy.
1. Congress.
2. Political Parties.
a. Federalists—Washington, Adams, Hamilton.
b. Democratic—Republicans, Jefferson, Madison, Monroe.

IV. Geographical Setting.

A. The Catskill Mountains and the valley lying between the mountains and the Hudson. [Draw a Map.].
1. Dutch and Indian traditions of the Catskill Mountains.

V. Time.
A. About 1770-1795.

VI. Narrative.

A. Rip Van Winkle.
1. Ancestors.
2. Character.
3. Occupation.
4. Family.
5. Home life.
6. Associates.
7. Haunts.

Explanations:
Posthumous: published after the death of the author.
Woden: Odin, the all father of the Scandinavians.
Thylke [old English]: that same.
Curious: exact.
Burghers: citizens of a borough or incorporated town.
Blackletter: A heavy-faced style of old English type or letter.
Hobby: that which a person persistently pursues or dwells upon with zeal or delight, also a horse.
Shrews: scolding women.

THE ABILITY TO EARN A LIVING IS THE FIRST STEP IN A NORMAL ADULT LIFE.

Curtain lecture: a lecture delivered behind the curtains of a bed.
Termagant: boisterous, turbulent.
Tartar's lance. The Tartars of the Middle Ages were a fierce Asiatic people known for their cruelty.
Lance: a long shaft with a spear-head.
Patrimonial estate: land inherited from ancestors.
Galligaskins: loose breeches.

B. His ramble into the mountains. [Views].
1. The stranger.
2. The amphitheater, the men of the glen, and their game.
3. The drink from the flagon.
4. His sleep.
5. The waking.
6. His revisit to the amphitheater.
(1-5 Suitable for dramatization.)

Amphitheater: an oval or circular building with rising tiers of seats about an open space called an arena, here a level spot surrounded by the hills.
Doublets: close-fitting coats with skirts reaching to or a little below the waist.
Jerkins: short coats.
Hanger: a short, curved sword suspended at the side.
Hollands: gin made in Holland.

C. Return to the village.
1. His greeting.
2. The changed appearance of the village and the people.
3. His home.
4. The village inn.
a. The changes in the place and character of the people.
b. Topics of conversation.
c. Rip's attempts to identify himself.
d. The verification to identify Vanderdonk.

Red night-cap: the liberty cap, a red cap which was much used after the American Revolution as a symbol of freedom.
Babylonish jargon: unintelligible speech. Babylon was supposed to have been built where the Tower of Babel was begun. Gen. XI, 1-10.

D. Rip's new place in the village.
1. His friends and entertainment.

References—

Four Famous American Writers—Sherwin Cody.
Washington Irving..... Mrs. S. Bolton
Washington Irving Ariadne Gilbert

The Federal School Survey

By Vaughan MacCaughey

I consider the proposed federal school survey to be a very important undertaking and will do all in my power to hasten and consummate it. It has been my good fortune to have had close association with the United States Bureau of Education over a period of years.

I am familiar with the surveys conducted by this bureau in other localities and can testify to the uniformly beneficial and helpful effects of these studies. Any large school system is likely to drift into ruts, and to get out of touch with the swift progress of modern events.

Hawaii will be aided in many ways by the survey. It will many times repay the relatively nominal expense.

The Department of Public Instruction will facilitate and assist the survey in every feasible manner. We intend to utilize the interval between the present time and next fall in constructive preparation for the survey, so that the status and needs of our schools may be readily ascertained.

The survey will mark an epoch in the history of Hawaii's schools.

THE USE OF EQUIPMENT

(Concluded from page 4)

may be exchanged with teachers of the other islands or of the mainland.

Books and magazines of all kinds that are helpful to the teacher in her work, should be reckoned as a part of her equipment. Charts containing drawings or other matter useful in teaching grammar grade classes in Hygiene, Story Work, Language and Arithmetic may be made or procured.

While not exhaustive, this list may prove helpful to some teachers who "can't think of any." A careful perusal of Mrs. Brown's excellent article on "Primary Equipment" in the March number of the Educational Review is recommended.

Besides making a list of equipment in the back of the plan book, I have asked the Maui teachers to list, daily, in the margin of the day's plan, the illustrative matter used in each subject.

By illustrative matter is meant anything that is used to put the class on the qui vive of attention to instruction, or to give snap and go to drills. Illustrative matter may be equipment **in use,** but it includes far more than this. It may consist of a picture brought in for the day, or it may be an object or action used in functioning the words of a lesson. Again it may be some incident used as the basis or text of a morning talk; the flag at half mast, an accident, a fire, a storm; anything of interest, made use of in enforcing some lesson. A good example was that of a teacher who used the recent butter shortage as the text of her lesson on routes of travel and trade. Chalk drawings and dramatization are good illustrative matter in Story Work; so are games for lan-

HAWAII'S CHILDREN SHOULD KNOW AND APPRECIATE THE TRADITIONS, HISTORY AND CIVIC LIFE OF HAWAII.

guage or number drill. Actual class room demonstrations in hygiene and first-aid are illustrative matter that is worth while. The tools and other articles used in the various occupations, including those of the housekeeper, should not only be brought into the class room, but actually used, so far as possible, as a basis for language work. Many teachers seem to have a false conception of the dignity and sanctity of the school room, which seems to be sacred to the humdrum, and must not be violated by anything that savors of real life. Forget it and put life into your teaching.

Every large school should have a special room devoted to equipment, and it should not be stored away in boxes or piled on shelves in a confused mass, but it should be segregated, tabulated and tagged by subjects and grades as to be easily accessible to all teachers. Some of it should be placed in show cases or in sectional book cases. In lieu of these, or supplementary to them, should be lockers that are vermin proof and fairly dust proof.

Most coast teachers bring little equipment with them. It takes several weeks for them to get adjusted to new conditions before they are in a position to look about for equipment. Much valuable time and more valueless teaching would be saved if each were to find the equipment ready to hand.

The question arises, should the equipment made and collected by a teacher belong to her or to the school in which she works? Of course every school has a large amount of equipment, the accumulative result of years of effort. Should each teacher as she leaves a school, leave behind her the equipment she had gathered while there, and thus enrich the school's equipment? If this were done in every school in the territory, would it not finally work out to the advantage of every teacher as well as that of every school?

A teacher who uses much illustrative matter, and uses it wisely, teaches. One who uses little or none, only keeps school. The latter has either a dull, sleepy class, suppressed by routine and force, or a lively, mischievous one. The former is likely to have a good class atmosphere, alert, attentive, busy, happy. The latter is lucky to get a passing mark. The former deserves to be marked up into the 90's. Justice would seem to demand that the salary schedule be based on efficiency rather than on years of service of the passing mark variety. If it were possible to introduce such a system of salary schedules, we should soon see a lively interest in the subject of "Equipment Due to Effort," and "Illustrative Matter Used in Teaching."

The School Playground

Written for the Garden Island by Vaughan MacCaughey

One of the most significant educational movements in recent years is that which has given adequate recognition to play and recreation. We are beginning to recognize the values of the school ground as a play center. A proper amount of play, under trained supervision, means sounder physique, happier children, better citizens, and improved homes.

It has given me great pleasure to learn of Kauai's interest in playgrounds and playground equipment. Harry S. Curtis, America's foremost playground expert, has made the following statement:

"In the past ten years the play movement has burst upon us and has brought with it an illumination as to the educational value of play. The old-time school yard, with its limited space and its restrictive traditions, is entirely unsuited to the new uses demanded by the new ideals, and there is going on everywhere a reconstruction of theory and practice to meet the requirements. As in all reconstruction periods, however, the facilities and needs are out of harmony, though many cities, with an imperfect understanding of the problems involved, are attempting to improve conditions according to their lights.

"The new activities for the school require, in the first place, a larger yard; secondly, a yard which is in condition to be used—which is not often the case at present; and, thirdly, a yard with a certain amount of equipment for play and someone in charge. The yard is nearly as important as the classroom in the conduct of the modern school, for it must furnish a place for gardening, for open-air classes, for organized play and physical training both during the school day and after school, on Saturdays, and during the summer vacation. These new uses are creating a new condition, which warrants far greater expenditure and care than the old-time yard ever received.

"It is unfortunate that any school needs to be built in the city, because it is usually impossible to get enough land for baseball, football, and the other games that children should play. The past ten years, however, have seen the invention or introduction of several new games, such as volley ball, basketball indoor baseball, and tether ball, which are more economical of space than any games that we have formerly had and which help to relieve the almost impossible condition of a few years ago. It is possible now on a block of ground, if

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TRAINING IN AMERICAN HOME-MAKING IS IMPERATIVE IN HAWAII.

the block is of fair size and the school is not too large, to have a good deal of play that is worth while."

The best book on school games that I know of is Jessie H. Bancroft's "Games for the Playground, Home, School and Gymnasium," published by MacMillan, New York, 1918, 456 pages. It gives complete, accurate directions for hundreds of tried and tested school yard games. I wish that the Department of Public Instruction could afford to place a copy in every school in Hawaii. Every public school teacher should take an active interest in school yard games, and be able to supervise them intelligently and sympathetically. An excellent illustrated bulletin, obtainable free from the U. S. Bureau of Education at Washington, is entitled "The Reorganized School Playground."

Healthful socialized recreation will make better boys and girls, better workmen, more stabilized labor conditions, and a more prosperous Hawaii. It will enable the schools to yield higher dividends upon the taxpayers' investment.

The cause of most modern wars may be defined as a conspiracy of the privileged classes to revive their waning power. The gray old strategists who look to war to place their names in history are the real allies or tools of privilege, and the young men are their sacrifice. Very few wars are, in a strict sense, international. Each side has its own war castes and these play into each others hands. But only under dynastic rule can the war-makers actually dominate. The war-spirit in democratic nations rises through opposition to dynastic purposes, or from fear of their results.

The fact that every year of peace marks an advancing stage from militarism to civilism, from privilege to equality, from dynastic oligarchy to democracy, has thrown the tendency to revolution on the other side. "Foreign war presents a sharp remedy for internal disunion or waning patriotism." It is needed by the privileged class to keep down the "populace."

POLICE OFFICIAL PRAISES SCOUTS

LONG BEACH, Cal.—C. C. Cole, Chief of Police in Long Beach, answering a question of an inquiry as to the Boy Scout Movement in relation to the Juvenile question in this city, stated that during his four years as a police official there has not been one case of trouble caused by a scout.

"As to their help to the city," he continues, "I have used them many times to help our police department. The last four years I have used the Boy Scouts on the Fourth of July, using about fifty at a time, picked from the different troops; each boy is furnished a Boy Scout police badge. They work in pairs with a patrol leader in charge of each squad; they principally look out for fires, lost articles and lost children. One year they brought in over sixty lost children."

THE IMPORTANCE OF THE TEACHER IN THE SCHOOL ORGANIZATION

(Concluded from page 3)

be true of all supervisors. There should be these marked qualifications if they are properly and profitably to fulfil the function of their offices. They should be so skilled in their respective fields that teachers naturally look to them for help and guidance.

Nothing can be more unfortunate and detrimental to real progress than a feeling on the part of teachers that they are following a dictation, arbitrary and unqualified; especially deplorable are the conditions when teachers sense an unsympathetic attitude, and often an apparent inefficiency.

Too often do supervising officers assume such superiority that they defeat their own ends. If one finds among his teachers—and he will find many—those who have marked qualifications along his line, why not confer with them and get their ideas, and let them know that he is glad of suggestions?

Many executive and administrative qualities lie dormant within the teaching force; much artistic ability is wasted in copying; often musical talent and the ability to lead musically are stifled by arbitrary dictum. The most successful superintendent or principal in the country will frankly admit, if pressed to make such an admission, that some of his teachers can do a much better job in a model teaching exercise than he can do. I cannot see that it is anything to be ashamed of, either.

The teacher who is in the work every day, and is a real live teacher, should be able to do many things better than her superintendent or principal. If a teacher can do a thing better than her superior officer, tell her so; encourage her in her talents. On the other hand, the supervisor should be able to do many things better than a large majority of those whom he supervises; otherwise he is not entitled to the office which honors him.

We need supervisors in our schools; we need all we can get, but not because of inefficiency on the part of teachers, or because teachers cannot be trusted and need watching, but to harmonize, to synchronize, direct, lead, and inspire. Every teacher is glad to follow, better still, to work with real leaders.

Teachers will work just as faithfully, but more effectively and more efficiently, if their natural talents and social tendencies are allowed greater freedom than is usually accorded them.

A "Directory of Vocational Education, 1918-19," has been published by the Bureau of Education. This reprints, in convenient form, the lists of state and local vocational education officials given in the more comprehensive educational directory of the bureau. The directory is for free distribution.

THE PRIMARY GRADES ARE JUST AS IMPORTANT AS THE UPPER GRADES: IN TERMS OF AMERICANISM THEY ARE OF TREMENDOUS SIGNIFICANCE.

The Solution of the Labor Problem in Hawaii.

(Concluded from page 2)

here by the Hawaiian Sugar Planters' Association have moved to the mainland. This movement is due to already referred to geographical reason and also to existing social imperfections, especially their treatment in plantations.

3. Homeward Movement of Laborers.—This refers mainly to Japanese laborers going back to their native land. Many Filipinos are also doing the same thing. This has a close relation with present treatment of laborers which will be dwelt upon later.

This movement may be checked to a most efficient degree by improving the treatment given to laborers.

4. Change of Occupation.—As elsewhere, life in Hawaii is becoming more and more complicated each year affording more opportunity for new trades. Thus many laborers have quit plantation work and gone to other occupations.

5. Conscription.—Although temporarily, the induction into military service by the United States of several thousand men has also precipitated the shortage of labor in Hawaii.

Besides those already enumerated, there is another reason which should not be overlooked in studying the future labor supply problem. This is old age.

We should not pass unnoticed the fact that present laborers are almost all of middle age, and that they will before long lose their laboring ability, or at least become less efficient.

Possible Sources of Labor Supply.

The possible sources of supplying, and checking the present shortage of labor, will fall into the following four main points:

I. Importation of new immigrants.
II. Inducement of present laborers to stay in plantations and of discharged laborers to return to plantation work.
III. Succession of present laborers by their children.
IV. Increase of efficiency and adoption of labor saving machineries.

1. Importation of New Immigrants.

Theoretically speaking, the simplest form of supplying a shortage of labor is importation of laborers. However, when we come to put it into practice, it is not an easy undertaking. Now, let us consider the practicability of such a plan, if there can be any likelihood of its success.

(A) Europeans.—Importation of European laborers is desirable, because it responds to the demand of Americanization of Hawaii. However, our former experiences show that such a plan has no merit, other than to spend a large sum of money simply to give them a stopping place on their way to the American continent. It is a vain undertaking with no benefit to Hawaii.

(B). Filipinos.—Importation of Filipino laborers meets the same difficulty as in the case of Europeans. Further we cannot say that they are a morally desirable race to bring to Hawaii. Besides, it is reported that in the Philippine Islands too, there is a shortage of labor felt at present. Under such circumstances we cannot consider that their importation is hopeful or desirable.

(C) Chinese.—Importation of Chinese is prohibited by law. To modify or suspend a federal law for the interest of a particular small portion of the federation seems unadvisable and impossible. This is especially so when opposition is voiced by the Labor Unions. Furthermore, the measure will retard the Americanization of Hawaii that has been so much hoped for.

(D) Japanese and Koreans.—Their importation is not so hard as in the case of Chinese, for the restriction now put on their immigration is not placed by the United States, but by the Japanese government. In lifting this restriction only diplomatic negotiation is needed. However, their importation is open to the same criticism—that it is against the spirit of Americanization of Hawaii.

(E) Oriental Re-Immigrants.—By "Re-Immigrants" I mean those immigrants who came to Hawaii before, and resided in the territory for a number of years and then went back to their native countries, and who are willing to come to Hawaii again. There is a strong argument in support of their importation.

The grounds in favor of it are, that their number is limited, so that there can be no influx of labor to endanger the labor status here, and they know the ways and customs in Hawaii, so that, different from new Oriental immigrants, they will not hinder the Americanization of Hawaii.

Furthermore, their importation could be made without change of laws or regulations; all that is necessary being an extension of the time limit placed on returning to Hawaii again.

Consequently, if there is an absolute necessity to import laborers in order to relieve the present situation, preference should be given to these re-immigrants from Japan, Korea and China.

However, we must remember that such a measure will only give temporary relief. Most of these re-immigrants are over middle age and their future efficiency as laborers is limited to a comparatively short period, and ere long they must be replaced by others.

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Summing up the whole, importation of immigrants as a source of labor supply is an adequate measure only during the first stage of industrial development.

When, however, the industrial world is solidly established through a generation, the time is mature to adapt a proper social policy and thereby automatically secure a proper supply of labor needed.

II. Inducement of Present Laborers to Stay in Plantations, and of Discharged Soldiers to Return to Plantation Work.

It does not need argument that to hold present laborers to plantations and induce discharged soldiers to come back to their former employment in plantations is preferable to importation of immigrants.

It has already been stated that European and Filipino laborers have gone to the mainland seeking for better working conditions, being dissatisfied with present treatment in the plantations.

Many Japanese laborers are also continually flowing back to Japan, finding no hope here for further savings or improvement in their condition.

The only thing which can check these movements is satisfaction among the laborers.

How can we give satisfaction to laborers, so as to make them gladly stay in their present employment?

How can we make discharged soldiers come back to plantations?

Whether or not a laborer stays long in an employment depends upon what treatment he receives in it.

If the treatment he receives is fair and satisfactory he will stay there.

If the treatment is not fair and satisfactory, he will seek better treatment elsewhere.

The present treatment which plantation laborers are getting cannot be said to be giving satisfaction to them. There are many points that need improvement.

Present Treatment of Plantation Laborers

Starting with the Material Side of the Treatment in Plantations.

(A) Wages. The wages of unskilled labor must be at the least equal to the amount needed for their living.

The lowest wages in plantations at present is $20 per month for 26-day labor. The lowest wages before the war was $10.

It is rather astonishing that a raise of only $1 has been made to the wages during the war, while general prices have advanced from 50 to 100 per cent.

The Hawaiian Sugar Planters' Association has decided to make monthly advance payment of 50 per cent of the next bonus, seeing that such an increase of laborers' earnings is necessary under present circumstances.

This is an indorsement of the fact that present lowest wages is too small when compared with laborers' living expenses.

It is necessary to raise the lowest wages by 50 per cent, i. e., to $30 per month, at the least. Evidently no person can now make a living on less than $30 a month.

(B) Bonus. Even with an increase of 50 per cent, the lowest wages in plantations is far below the rate of other current wages. Consequently, the bonus system ought to be kept in force.

But the present system should be so altered as to become a real profit sharing system.

To do this, first, present work day limitations must be abandoned.

Then, the amount of bonus must be calculated in the following manner: from the net profit deduct a reasonable reserve fund necessary for the enterprise, then deduct a reasonable percentage of interest or profit on capital as dividends, and the remaining surplus to be divided between capital and labor in a fair ratio.

With such profit sharing system, the laborers' interest will coincide with that of capitalists.

The result will be that the laborers' efficiency will be more enhanced by their diligence than under the present system.

The current wages of unskilled day laborers elsewhere than on plantations is $1.75 per day. Consequently, if it is desired to hold present laborers in plantations, the bonus must be so adjusted as to offset this difference of earnings.

(C) Laborers' Quarters. In order to induce a laborer to stay long it is necessary to make his home a comfortable one. The fundamental condition is good sanitary quarters. As far as circumstances allow, all the laborers' quarters ought to be improved to the same condition as present model camps. Improvements in bath and toilet houses should also be made.

(D) Cost of Supplies. To help laborers through the present high cost of living their daily necessities should be furnished at actual cost, at plantation stores.

(E) Children's Care. It is evident that a laborer with children has difficulty to support his wife and children with his earnings alone. In order to give a chance for such women to work, homes should be erected for the children's care during their mother's working hours. Through this accommodation, the earnings of laborers' families can be increased and at the same time the present shortage of labor mitigated to some extent.

In maintaining such homes strict care should be given to selection of apt nurses and to their surveillance; and also to necessary accommodations, because the responsibility of such homes is very great.

Next with the mental side of the treatment:

(F) Social Treatment. In plantations, as a remnant of the former contract labor custom, there is a tendency to hold Oriental laborers in contempt.

This practice should be eliminated altogether, for it

is not only groundless, but it has no merit except to drive most efficient labor out of plantations.

(G) Amusement. Amusement for laborers, once in a while, is necessary to keep them in good humor. It adds much to their efficiency.

By such better treatment, with said various improvements made, the movement to the mainland of laborers seeking better working conditions and the returning of Orientals to their native lands can most effectively be checked. With such improved treatment we may also be able to bring the discharged soldiers back to the plantations.

III. Children of Laborers as a Labor Source.

The children of present laborers seem inclined to dislike to succeed their fathers as agricultural laborers.

These children, as American citizens, receive an American education and are imbued with the American spirit. They are filled with progressive spirit and pride.

In their actual life, however, they are daily shown that their fathers are getting the old regime treatment. For this reason they do not like to succeed to the positions that their fathers now hold.

We must give them an impression that agricultural work is honorable labor.

For this purpose we must give them improved treatment as explained above and further provide for them an opportunity to become their own masters.

Changes in Homestead Laws

In other words, we must give them an opportunity to own land and to become the middle class which is now wanting in Hawaii.

For this end changes in the present homestead law are desirable in the following two points:

(A) Restriction on Alienation. In order to prevent any possibility of speculation in homestead land, alienation by sale or lease of homesteads must be prohibited for a long peried, e. g., 20 to 30 years, in order to insure the ownership of land to bona fide farmers.

(B) Removal of Age Limitation. Under the present law the age of persons entitled to homestead is limited to 18 years or more. This limitation is one of the causes which drive laborers' children out of farm lands.

As a result of inconvenience of marriage, which can not be averted in Hawaii, comparatively a small number of laborers are able to keep on working in plantations until their children attain maturity.

Many Japanese laborers go back to Japan with their savings, or change their occupation, on account of their decreasing efficiency and the infancy of their children.

If they can purchase land for their children's sake and cultivate it with their whole family and get a fair profit, they will gladly make investment.

The result will be that their children will take care of the land when they grow up in place of their parents, and will become domesticated to the land.

Thus it will have the two-fold advantage of holding present laborers and inducing their children to succeed their fathers.

(C) Government Protection. After these changes in the homestead law are made, government protection is needed for the homesteaders.

Each homesteader can not equip a mill for his cane. He must enter into a contract with an existing mill for selling his cane.

If the relation thus created between him and the mill is defective, his homesteading will be a meaningless one, and the whole homestead system will end in failure.

Consequently the government ought to lend its hand to these homesteaders in securing a fair contract with the mill.

In its outline such a contract should determine the price of cane produced by homesteaders according to the following principle:

The price of cane ought to be the full amount received for the sugar produced from the same, less:

(1) The milling expense;

(2) A proper profit on the capital invested in mill;

(3) A sinking fund set aside each year, representing depreciation of the mill;

(4) The freight and marketing expense, and

(5) A proper amount of commission for handling the business.

With such protection by the government, homesteading will make the desired development, contributing its share to solve the labor problem in future.

IV. How to Secure Increased Labor Efficiency.

Increase of labor efficiency is also a means of increasing the labor supply, in a certain sense.

Improvements in labor treatment, already referred to, will give satisfaction and a pleasanter feeling to laborers.

The suggested change in the bonus system will give to laborers an impression that they are working for their own interest. These two things, therefore, will work as strong factors to increase the laborers' general efficiency.

The present cultivation contract system, purporting to economize labor, may be recommended as a good labor saving system. However, care must be taken that laborers receive a fair and good remuneration for their work.

Adaptation of labor saving devices must not be neglected. At the same time, it will be well to give proper encouragement for possible labor saving inventions.

The Children's Bureau in a special report states that the United States is very backward as compared with Europe in the matter of registering births. Only 20 states registered 90 per cent or more of their births.

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